

# 22320VIC Diploma of Justice

## 22321VIC Advanced Diploma of Justice

**Accredited for the period: 1<sup>st</sup> July, 2017 to 30th June 2022** under  
Parts 4.4 and 4.6 of the *Education and Training Reform Act 2006*



Version 1	October 2016	Original accredited document
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## Section A: Copyright and course classification information

<b>1. Copyright owner of the course</b>	<p>Copyright of this document is held by the Department of Education and Training (DET) Victoria © State of Victoria 2017</p>
<b>2. Address</b>	<p>Department of Education and Training (DET) Higher Education and Skills Group  Executive Director Industry Engagement and VET Systems Higher Education and Skills Group Department of Education and Training (DET) GPO Box 4367 Melbourne VIC 3001</p> <p><b>Organisational Contact:</b>  Manager Training Products  Higher Education and Skills Group  Telephone: (03) 9637 3688</p> <p><b>Day to day contact:</b>  <b>Business Industries Curriculum Maintenance Manager</b> <b>Chisholm Institute</b> <b>PO Box 684, Dandenong, Victoria, 3175</b> <b>Ph: (03) 9238 8501</b></p> <p>email: <a href="mailto:alan.daniel@chisholm.vic.edu.au">alan.daniel@chisholm.vic.edu.au</a></p>
<b>3. Type of submission</b>	<p>This course is being submitted for re-accreditation.</p>
<b>4. Copyright acknowledgement</b>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2017.</p> <p>The following units of competency:</p> <p>BSBMGT616 Develop and implement strategic plans BSBPMG522 Undertake project work BSBRK501 Manage risk</p> <p>are from the BSB Business Services Training Package administered by the Commonwealth of Australia.</p> <p>The following unit of competency:</p> <p>CSCORG020 Manage projects in justice and offender services</p> <p>is from the CSC Correctional Services Training Package administered by the Commonwealth of Australia.</p>

	<p>The following unit of competency:</p> <p>LGACOM406A Investigate alleged breaches of legislation and prepare documentation</p> <p>is from the LGA04 Local Government Training Package administered by the Commonwealth of Australia.</p> <p>© Commonwealth of Australia</p>	
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<b>6. Course accrediting body</b>	<b>Victorian Registration and Qualifications Authority</b>	
<b>7. AVETMISS information</b>	<b>ANZSCO code</b>	271299 Judicial and Other Legal Professionals nec
	<b>ASCED code</b>	0911 Justice and Law Enforcement
	<b>National course code</b>	22320VIC Diploma of Justice 22321VIC Advanced Diploma of Justice
<b>8. Period of accreditation</b>	1 <sup>st</sup> July, 2017 to 30 <sup>th</sup> June, 2022	

## Section B: Course information

<b>1. Nomenclature</b>	<i>Standard 1 for Accredited Courses</i>
<b>1.1 Name of the qualification</b>	22320VIC Diploma of Justice 22321VIC Advanced Diploma of Justice
<b>1.2 Nominal duration of the course</b>	Diploma of Justice: 650 hours Advanced Diploma of Justice: 670 – 730 hours
<b>2. Vocational or educational outcomes</b>	<i>Standard 1 and 2 for Accredited Courses</i>
<b>2.1 Purpose of the course</b>	<p><i>Standard 1 for Accredited Courses</i></p> <p>Graduates of the Diploma and Advanced Diploma of Justice will be able to meet the current and future industry requirements to effectively apply the operational functions, principles and practices of the Victorian criminal justice system across a variety of justice environments from intermediate to comprehensive capacity level. While Justice graduates are not qualified to conduct therapeutic counselling, they may be called upon to recognise and respond to immediate and daily psychological needs of offenders through appropriate referral, in conjunction with managing referral and longer-term treatment options.</p> <p>Vocational outcomes of the <b>Diploma</b> course are to:</p> <ul style="list-style-type: none"> <li>• adhere to ethical standards required of working within the Victorian criminal justice sector at an operational level</li> <li>• effectively manage a range of justice context functions, including appropriate application of law, working within family violence contexts, conflict resolution and client services that address cultural diversity and special needs</li> <li>• apply and direct effective communication, problem-solving and emotional intelligence skills within justice organisational structures and cultures</li> <li>• apply effective written communication skills to prepare and present information, documents and briefs</li> <li>• comply with legal and regulatory standards and provisions for work safety within justice environments</li> <li>• supervise adult offenders at an operational level</li> </ul> <p>Vocational outcomes of the <b>Advanced Diploma</b> course are to:</p> <ul style="list-style-type: none"> <li>• develop the capacity of individuals and groups to actively participate in conflict resolution and mediation strategies</li> <li>• effectively undertake research and evaluation processes of justice operations and innovations across a range of justice contexts</li> </ul>

	<ul style="list-style-type: none"> <li>effectively manage complex justice operational functions of investigation, evidence processes and preparation of cases for prosecution</li> <li>effectively develop and manage client services, treatment planning, case-management and crime prevention that are underpinned by sociological and psychological analyses and perspectives</li> <li>apply and manage communication skills and problem-solving skills to questioning, interviewing and client support, interaction, counselling, case-management referral, advocacy and third party representation at court</li> <li>apply and manage communication and organisational skills to develop and maintain reports, records, case notes, evidence briefs, and other documentation compliance requirements</li> <li>apply quality assurance, legal and regulatory compliance and safety regulations within justice environment</li> <li>develop the capacity of individuals and groups to actively participate in team development and change management within justice environments</li> </ul>
<b>3. Development of the course</b>	<i>Standard 1 and 2 for Accredited Courses</i>
<b>3.1 Industry / enterprise / community needs</b>	<p>The Justice Steering Committee recommended that 22199VIC Certificate IV in Justice should not be re-accredited because the Victorian criminal justice system has not been recruiting graduates with these qualifications as they are seen to be too low level for the industry. Previously (<i>prior to 2011/2012</i>), students who entered the workforce after completion of Certificate IV did so primarily in local government. Local government now prefers graduates with higher level qualifications.</p> <p>The Justice suite of qualifications continues to enjoy strong support from organisations within Victorian judicial system and other related State and Federal agencies. They report that the qualifications provide vocational pathways into long-term careers within the justice field. The courses equip students to work in both supervised and unsupervised capacities in a variety of justice environments demonstrating the vocational outcomes outlined in 2.1 above.</p> <p>As the criminal justice system experiences a strong demand for paralegals/justice officers working in both custodial and non-custodial areas, so significant developments in relation to protecting Australia's borders and anti-terrorism strategies are driving strong employment growth in the Australian Border Force for graduates of the course. Additionally, within the sphere of investigation, law enforcement and support services, the justice industry requires officers who are trained to meet the pressures of demographic fluctuation, and cultural/ sociological diversity. In corollary, this drives strong employment demand for administrators, counsellors, and case-managers able to work with a wide variety of clients across a wide range of justice environments.</p>

Victoria Police, and other policing agencies, state that there are opportunities across a number of capacities within policing programs, and report, “recruits who have completed, or are completing, the Advanced Diploma of Justice are at an advantage when participating in the application process for employment with Victoria Police, because they have a more rounded and broader knowledge of the justice industry..”<sup>1</sup>

Completion of the two qualifications will produce graduates, who, within the specificity of Australian and Victorian justice framework, will provide the leadership, management, planning, co-ordination, research, analysis and application capabilities that are requirements for practitioners in today’s justice environments. Hence, they support the framework through providing the continuum between care and control.

Similarly, completion of the two qualifications will produce well-prepared candidates for further study.

Currently the qualifications are delivered by six Registered Training Organisations (RTOs) with 1758 students enrolled in 2015 (including fee for service students).

These RTOs report a high interest in the new course structure of two discrete Justice qualifications, and, with the enrolment figures for 2015 showing a significant increase on previous years, expect the courses to continue to enjoy strong demand into the future with graduates experiencing high employment rates in the abovementioned fields.

See Figure 3.1 below, for enrolment data from 2013 to 2015.

**Figure 3.1: Government Funded Enrolment data –Victorian RTOs 2013 to 2015**

	2013	2014	2015 enrolments
22199VIC Cert IV	777	878	897
22197VIC Diploma	553	504	511
22200VIC Advanced Diploma	266	320	350
	1,596	1,702	1,758

<sup>1</sup> *Divisional Commander D Stevenson, Victoria Police*

Although the 22199VIC Certificate IV enrolment figures are substantial, vocational outcomes do not support the reaccreditation of this Certificate (see Section B 2). RTOs were satisfied that without a Certificate IV, entry level students will enrol at the Diploma level, which is more appropriate to the Justice industry.

After mapping vocational outcomes against National Training Packages, it was found that there is no qualification that provides training in the vocational outcomes (Section B 2. above) required for effective contribution to the functional operations of the justice sector.

The main target groups comprise:

**Diploma:**

- those wishing to enter local government with a minimum entry requirement in order to undertake on-the-job training as:
  - local/municipal law enforcement officers
  - statutory compliance officers
- mature-aged students wishing to gain entry to Victorian Police or other policing roles
- those wishing to complete the full suite of Justice qualifications
- those continuing a pathway to higher education
- those working within the industry or related fields wishing to increase career options, or to specialise

**Advanced Diploma**

- those wishing to complete the full suite of Justice qualifications in order to follow a specific career path
- those continuing a pathway to higher education
- those working within the industry or related fields wishing to increase career options, or to specialise

Anticipated employment opportunities within the justice industry include the following fields:

- Australian Border Force
- Case management
- Claims
- Client support work
- Community-based corrections case-management
- Compliance
- Courts registrar
- Criminology research/analysis
- Custodial Assessment
- Governance
- Investigation
- Local government traffic and local law implementation
- Local government work
- Loss prevention work
- Parole work
- Police and law enforcement agency work
- Police Custody
- Prison officer and custodial positions
- Reintegration
- Youth Justice

See [Appendix 1: Course content developed by stakeholders](#) for details of the skills and knowledge outcomes provided by the proposed course.

Industry support is confirmed through the endorsement and active participation of the Steering Committee, Minutes of Steering Committee; and Letters of support from industry.

Members of the Steering Committee:

**Chair** - Richard Maugueret: Team Leader, Community Safety, City of Casey

- ~ Ellouise Commerford: Leading Community Corrections Officer, Department of Justice -
- ~ Dean Stevenson: Divisional Commander, Victoria Police
- ~ Tamara Cousins: Course Coordinator, Justice Courses, Holmesglen
- ~ Carla Martins: Course Coordinator - Justice and Legal Studies, Bendigo Kangan Institute
- ~ Kate Boyd: Teacher- Legal, Justice and Business Administration, Melbourne Polytechnic
- ~ Irene Pagliarella: Program Manager- Justice studies (VET), RMIT
- ~ Jim Vatousios: Senior Educator – Justice courses, Chisholm Institute
- ~ James Williams: Consultant, Proof Integrity
- ~ Despina Poursinidis: (Former) Industry Skills Advisor, Department of Corrections/ Government Skills Advisory Board

In Attendance:

- ~ Alan Daniel: Curriculum Maintenance Manager – Business Industries, Chisholm Institute
- ~ Madeleine Hayne: Administrative Coordinator: CMM Business Industries
- ~ Anna Henderson: Curriculum Projects Officer, Business Skills Viability (BSV)

Refer to Accreditation Support Documents: Steering Committee Details

### 3.2 Review for re-accreditation

#### *Standard 1 and 2 for Accredited Courses*

Modifications to Course Documentation during period of accreditation July 2012 to 30<sup>th</sup> June 2017 are as follows:

Version 2: change made in November 2015: Updates to VU20866 Apply customs law enforcement processes within justice environments to include a change to the unit name and to replace Customs with Australian Border Force throughout the unit.

Monitoring and evaluation of: 22199VIC Certificate IV In Justice, 22197VIC Diploma of Justice and 22200VIC Advanced Diploma of Justice have been taken into account in the revised courses. Revisions are based on formal and informal data collected from RTOs, teaching staff, student feedback and industry and through input from the Steering Committee.

Learners currently enrolled in the existing course may transition to: 22320VIC Diploma of Justice; and 22321VIC Advanced Diploma of Justice.

No new enrolments into: 22199VIC Certificate IV in Justice; 22197VIC Diploma of Justice, or 22200VIC Advanced Diploma of Justice, after 30<sup>th</sup> of June 2017 are permitted. Please see Transition tables below for transition arrangements.

#### **Transition tables**

##### **3.2.1 Certificate IV**

- No new enrolments into 22199VIC Certificate IV in Justice after 30<sup>th</sup> June, 2017 are permitted.

##### **3.2.2 Diploma**

- **22320VIC Diploma of Justice is not equivalent to and replaces 22197VIC Diploma of Justice.**
- No new enrolments into 22197VIC Diploma of Justice after 30<sup>th</sup> June 2017, are permitted.

Unit in 22320VIC	Unit from 22197VIC and 22199VIC	Comments
VU21909: Apply foundation legal principles	VU20868: Apply foundation legal principles	Updated and equivalent
VU21910: Work within the criminal justice system	VU20869: Work within criminal justice system	Updated and not equivalent

	Unit in 22320VIC	Unit from 22197VIC and 22199VIC	Comments
	VU21911: Apply writing and presentation skills within a justice environment	VU20870: Apply writing and presentation skills within a justice environment	Updated and not equivalent
	VU21912: Support the management of adult offenders within the Victorian correctional framework	VU20871: Support the management of adult offenders within the Victorian correctional framework	Updated and equivalent
		PSPOHS401B Implement workplace safety procedures and programs	Removed
	VU21913: Uphold and support the ethics and values of working within a justice environment		New unit No equivalent
	VU21914: Apply criminal law within justice environments	VU20861: Apply criminal law within justice environments	Updated and not equivalent
	VU21915: Work with family violence contexts within justice environments	VU20862: Work with family violence contexts within justice environments	Updated and equivalent
	VU21916: Work with culturally diverse clients within justice environments	VU20863: Work with culturally diverse clients within justice environments	Updated and equivalent

	Unit in 22320VIC	Unit from 22197VIC and 22199VIC	Comments
	VU21917: Work with conflict resolution and mediation processes within justice environments	VU20864: Work with conflict resolution and mediation processes within justice environments	Updated and equivalent
		VU20865: Apply management and leadership within justice environments	Removed
	VU21918: Apply self-management and workplace safety strategies in the justice environment		New unit
	VU21919: Identify and support children and young people at risk		New unit
	VU21920: Apply Australian Border Force law enforcement processes within justice environments	VU20866 Apply Australian Border Force law enforcement processes within justice environments	Updated and equivalent
	VU21921: Support policing processes within justice environment contexts	VU20867: Support policing processes within justice environments	Updated and equivalent
	LGACOM406A: Investigate alleged breaches of legislation and prepare documentation	LGACOM406A: Investigate alleged breaches of legislation and prepare documentation	No change

	Unit in 22320VIC	Unit from 22197VIC and 22199VIC	Comments
		CHCCHILD401A: Identify and respond to children and young people at risk	Removed
		CHCCHILD403B: Promote the safety, well being and welfare of children, young people and their families	Removed
		CHCCHILD404B: Support the rights and safety of children and young people	Removed
<b>3.2.3 Advanced Diploma</b> <ul style="list-style-type: none"> <li><b>22321VIC Advanced Diploma of Justice is equivalent to and replaces 22200VIC Advanced Diploma of Justice.</b></li> <li>No new enrolments into 22200VIC Advanced Diploma of Justice after the 30<sup>th</sup> of June, 2017 are permitted.</li> </ul>			
	Unit in 22321VIC	Unit from 22200VIC	Comments
	VU21922: Apply research techniques within justice contexts	VU20851: Apply research techniques within justice contexts	Updated and equivalent
	VU21923: Apply investigative processes within justice environments	VU20852: Apply investigative processes within justice environments	Updated and equivalent
	VU21924: Apply sociology concepts and principles to justice contexts	VU20853: Apply sociology concepts and principles to justice contexts	Updated and equivalent

	<b>Unit in 22321VIC</b>	<b>Unit from 22200VIC</b>	<b>Comments</b>	
	VU21925: Research criminology and crime prevention for application to practice within justice environments	VU20854: Research criminology and crime prevention for application to practice within justice environments	Updated and equivalent	
	VU21926: Research human rights principles within justice environments	VU20855: Implement human rights principles within justice environments	Updated and equivalent	
	VU21927: Apply psychological concepts and principles within justice environments	VU20856: Apply psychological concepts and principles within justice environments	Updated and equivalent	
	VU21928: Identify and respond to client complex issues within a criminal justice environment	VU20857 Identify and respond to client complex issues within a criminal justice environment	Updated and equivalent	
	VU21929: Undertake case-management in a justice environment	VU20858: Undertake case-management in a justice environment	Updated and equivalent	
	VU21930: Apply law and advocacy to support justice clients experiencing justiciable event/s	VU20859: Apply law and advocacy to support justice clients experiencing justiciable event/s	Updated and equivalent	
	VU21931: Work with young offenders in justice environments	VU20860: Work with young offenders in justice environments	Updated and equivalent	

	Unit in 22321VIC	Unit from 22200VIC	Comments	
	VU21932: Analyse the child protection environment in a justice context		New unit	
	BSBMGT616: Develop and implement strategic plans	BSBMGT616A: Develop and implement strategic plans	Equivalent	
	CSCORG507: Manage projects in justice and offender services	CSCORG507A: Manage projects in justice and offender services	Equivalent	
	BSBRK501: Manage risk	BSBMGT609B: Manage risk	Equivalent	
	BSBPMG522: Undertake project work	BSBPMG510A: Manage projects	Equivalent	
		CHCCHILD505B: Work effectively in child protection and out of home care for children and young people	Removed	
<b>4. Qualification levels</b>	<b>22320VIC Diploma of Justice</b>  <b>Knowledge:</b> Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning and be able to demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas such as applying knowledge of justice principles, practices, processes and strategies.  <b>Skills:</b> Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> <li>analyse information to complete a range of activities to meet justice system conventions, including current issues/trends</li> <li>provide and transmit solutions to sometimes complex problems in criminal, civil and administrative law procedures</li> <li>extrapolate information about criminal justice systems</li> <li>prepare reports</li> <li>take limited responsibility in the application of legal principles.</li> </ul>			

**Application of knowledge and skills:** Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters:

- in contexts that uphold and support justice environment ethics
- within limited parameters to apply self-management and workplace safety in the justice environment.

**Volume of Learning:**

The Diploma of Justice incorporates structured and unstructured learning:

- Structured learning activities develop the knowledge and skills to operate as a Justice professional with well-developed writing and presentation skills for appropriate justice related activity.
- Unstructured learning activities are an integral part of the total training and include research, managing a variety of projects, self-directed learning activities and simulated work experience to support course completion.
- The volume of learning will be in the range of 1 to 1.5 years.

**22321VIC Advanced Diploma Of Justice:**

**Knowledge:** Graduates at this level will have specialised and integrated technical and theoretical knowledge with depth within one or more fields of work and learning through a demonstrated understanding of justice conventions, practices, diversity, case management processes, complex client needs, resources available to clients and relevant international, Federal and State government legislative requirements and provisions.

**Skills:** Graduates at this level will have a broad range of cognitive, technical and communication skills to apply methods and technologies to:

- analyse information across a range of legislative issues
- interpret and transmit solutions to unpredictable and sometimes complex problems through the analysis of information and concepts at an abstract level
- conduct case management with a diverse range of clients and utilise client-centred approaches
- conduct criminology research and apply psychological concepts and principles
- demonstrate accountability for within broad parameters in developing and coordinating case-management plans and responding to complex issues within a criminal justice environment.

**Application of knowledge and skills:** Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility:

- in contexts that differentiate justiciable event/s in order to apply relevant legislation and/or common law

	<ul style="list-style-type: none"> <li>• within broad parameters to plan justice activity and workplace safety within the correctional system and/or in case management.</li> </ul> <p><b>Volume of Learning:</b></p> <p>The Advanced Diploma of Justice incorporates structured and unstructured learning:</p> <ul style="list-style-type: none"> <li>• Structured learning activities develop the knowledge and skills to operate as a Justice professional with the ability to undertake research, manage complex case management planning, with well-developed writing and presentation skills for diverse justice related activity.</li> <li>• Unstructured learning activities are an integral part of the total training and include research, managing a variety of complex cases, self-directed learning activities, interpreting legislation and simulated work experience to support course completion.</li> <li>• Together with the entry requirements, the volume of learning will be in the range of 1.5 to 2 years.</li> </ul> <p><b>AQF Diploma and Advanced Diploma</b> levels are consistent with the criteria and specifications of these levels as outlined in the Australian Qualification Framework January 2013.</p>
<b>4.1 Employability skills</b>	<p><i>Standard 4 for Accredited Courses</i></p> <p>This qualification has been mapped to national employability skills. Refer to <a href="#">Appendix 2: Employability skills summaries</a></p>
<b>4.2 Recognition given to the course</b>	<p><i>Standard 5 for Accredited Courses</i></p> <p>Not applicable</p>
<b>4.3 Licensing / regulatory requirements</b>	<p><i>Standard 5 for Accredited Courses</i></p> <p>Not applicable</p>

<b>5. Course rules</b>				
<b>5.1 Course Structure</b>				
<p><b>22320VIC Diploma of Justice</b> comprises twelve (12) units.</p> <ul style="list-style-type: none"> <li>Ten (10)) core units</li> <li>Two (2) elective units.</li> </ul> <p>A Statement of Attainment will be issued for any unit of competency completed if the full course is not completed.</p>				
<b>Complete ten core units</b>				
Unit of competency/ module code	Field of Education code (6 digit)	Unit of competency/module title	Pre-requisite	Nominal hours
VU21909	091199	Apply foundation legal principles	Nil	70
VU21910	091199	Work within the criminal justice system	Nil	60
VU21911	091199	Apply writing and presentation skills within a justice environment	Nil	60
VU21912	091199	Support the management of adult offenders within the Victorian correctional framework	Nil	60
VU21913	091199	Uphold and support the ethics and values of working within a justice environment	Nil	40
VU21914	091199	Apply criminal law within justice environments	Nil	80
VU21915	091199	Work with family violence contexts within justice environments	Nil	50
VU21916	091199	Work with culturally diverse clients within justice environments	Nil	50
VU21917	091199	Work with conflict resolution and mediation processes within justice environments	Nil	40
VU21918	091199	Apply self-management and workplace safety in the justice environment	Nil	60
<b>Complete two elective units</b> selected from the list of suggested units and/or any relevant units from any currently endorsed Training Package or accredited course which are first packaged at AQF Level 4, 5 or 6.				
VU21919	091199	Identify and support children and young people at risk	Nil	40
VU21920:	091199	Apply Australian Border Force law enforcement processes within justice environments	Nil	40
VU21921	091199	Support policing processes within justice environment contexts	Nil	40
LGACOM406A		Investigate alleged breaches of legislation and prepare documentation	Nil	40
<b>Total nominal hours</b>				<b>650</b>

**22321VIC Advanced Diploma of Justice** comprises twelve (12) units.

- eight (8) core units
- four (4) elective units

A Statement of Attainment will be issued for any unit of competency completed if the full course is not completed.

Unit of competency/ module code	Field of Education code (6 digit)	Unit of competency/module title	Pre-requisite	Nominal hours
<b>Complete eight core units</b>				
VU21922	091199	Apply research techniques within justice contexts	Nil	60
VU21923	091199	Apply investigative processes within justice environments	Nil	80
VU21924	091199	Apply sociology concepts and principles to justice contexts	Nil	50
VU21925	091199	Research criminology and crime prevention for application to practice within justice environments	Nil	80
VU21926	091199	Research human rights principles within justice environments	Nil	50
VU21927	091199	Apply psychological concepts and principles within justice environments	Nil	50
VU21928	091199	Identify and respond to client complex issues within a criminal justice environment	Nil	50
VU21929	091199	Undertake case-management in a justice environment	Nil	50
<b>Complete four elective units</b> selected from the following list of suggested units or any relevant units from any currently endorsed Training Package or accredited course which are first packaged at AQF Level 5 or Level 6.				
VU21930	091199	Apply law and advocacy to support justice clients experiencing justiciable event/s	Nil	50
VU21931	091199	Work with young offenders in justice environments	Nil	50
VU21932	091199	Analyse the child protection environment in a justice context	Nil	60
BSBMGT616		Develop and implement strategic plans	Nil	80
CSCORG020		Manage projects in justice and offender services	Nil	40
BSBPMG522		Undertake project work	Nil	60
BSBRSK501		Manage risk	Nil	60
<b>Total nominal hours</b>				<b>670 - 730</b>

## 5.2 Entry requirements

### *Standard 9 for Accredited Courses*

#### **22320VIC Diploma of Justice**

Applicants for the 22320VIC Diploma of Justice are expected to:

- have a demonstrated capacity in learning, reading, writing, oracy and numeracy to Level 4 of the Australian Core Skills Framework (ACSF) because they are required to work independently and use support from a range of unfamiliar and/or unpredictable resources; read complex text with specialised vocabulary; embed information in a justice context; and conduct complex analysis, which includes extracting, extrapolating and reflecting on information and some abstract themes.

See <https://www.education.gov.au/download-acsf>

- be able to use a personal computer, including basic word processing, spreadsheet, and electronic communication platforms and internet search engines.

#### **22321VIC Advanced Diploma of Justice**

- The entry requirement for the 22321VIC Advanced Diploma of Justice is the successful completion of, or demonstrated equivalence to, the following units of competency:
  - VU21909: Apply foundation legal principles
  - VU21910: Work within the criminal justice system
  - VU21911: Apply writing and presentation skills within a justice environment
  - VU21912: Support the management of adult offenders within the Victorian correctional framework
  - VU21913: Uphold and support the ethics and values of working within a justice environment
  - VU21914: Apply criminal law within justice environments
  - VU21915: Work with family violence contexts within justice environments
  - VU21916: Work with culturally diverse clients within justice environments
  - VU21917: Work with conflict resolution and mediation processes within justice environments
  - VU21918: Apply self-management and workplace safety in the justice environment

These units of competency comprise the core units of the 22320VIC Diploma of Justice.

<b>6. Assessment</b>	
<b>6.1 Assessment strategy</b>	<p><i>Standard 10 for Accredited Courses</i></p> <p>All assessment will be consistent with the <i>Australian Quality Training Framework Essential Conditions and Standards for Initial/Continuing Registration</i> Standard 1.2 (Initial) and Standard 1.5 (Continuing). See: <a href="#">AQTF to the Essential Conditions and Standards for Initial/Continuing Registration</a>; or</p> <p>Standard 1: Clauses 1.1 and 1.8 of the <a href="#">Standards for Registered Training Organisations (SRTOs) 2015</a></p> <p>~ Imported units of competencies must be assessed according to the rules of the relevant Training Package.</p> <p>Assessment methods and collection of evidence will involve application of knowledge and skills to justice sector workplaces or simulated environments.</p> <p>A range of assessment methods may be used, such as:</p> <ul style="list-style-type: none"> <li>– action learning projects in real, or simulated, justice industry settings</li> <li>– research projects in justice work</li> <li>– portfolio</li> <li>– practical exercises</li> <li>– observation</li> <li>– direct questioning</li> <li>– presentation</li> <li>– third party reports</li> <li>– testing</li> </ul> <p>Candidates need to adhere to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises.</p> <p>Consistent with Standard 1, Element 5 of the <a href="#">Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration</a>, or Clause 1.9 of the <a href="#">Standards for Registered Training Organisations (SRTOs) 2015</a>,</p> <p>RTOs must ensure that Recognition of Prior Learning RTOs must ensure that Recognition of Prior Learning (RPL) is offered to all applicants in determining competency for Credit. (RPL) is offered to all applicants in determining competency for Credit.</p> <p>There is no mandatory workplace assessment.</p>

<b>6.2 Assessor competencies</b>	<p><i>Standard 12 for Accredited Courses</i></p> <p>The <i>Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration</i>, Standard 1.4 states the requirements for the competence of persons assessing the course. See <a href="#">AQTF to the Essential Conditions and Standards for Initial/Continuing Registration</a>: or</p> <p>Standard 1: Clauses 1.1 3,1.14, 1.15, 1.16,and 1.17 of the <a href="#">Standards for Registered Training Organisations (SRTOs) 2015</a></p> <p>Assessors of the imported units of competency must meet the guidelines of the relevant Training Package and/or accredited Course. Documentation.</p>
<b>7. Delivery</b>	
<b>7.1 Delivery modes</b>	<p><i>Standard 11 for Accredited Courses</i></p> <p>Delivery of units of competency from the relevant Training Packages must be consistent with the guidelines of the relevant Training Package.</p> <p>Delivery of units of competency imported from Training Packages should be contextualised to justice environments, whilst ensuring that the delivery guidelines are adhered to.</p> <p>Delivery of units of competency will take into consideration the individual needs of students and may involve blended delivery mode including:</p> <ul style="list-style-type: none"> <li>– workshops</li> <li>– individual assignments</li> <li>– team-based assignments</li> <li>– applied learning in the workplace or simulated justice environment</li> </ul> <p>Delivery modes need to adhere to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises.</p> <p>Learners may be supported through: on-line (internet, social media, email and telephony); face-to-face conferencing, mentoring and interviews; ad hoc arrangements, and regular progress monitoring, particularly for practical work.</p> <p>The course may be delivered part-time or full-time.</p> <p>There is no mandatory workplace delivery.</p>
<b>7.2 Resources</b>	<p><i>Standard 12 for Accredited Courses</i></p> <p>Resources include:</p> <ul style="list-style-type: none"> <li>• teachers/trainers who meet the <i>Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration</i> Standard 1.4. See <a href="#">AQTF to the Essential Conditions and Standards for Initial/Continuing Registration</a>: or</li> </ul>

	<ul style="list-style-type: none"> <li>Standard 1: Clauses 1.1 3,1.14, 1.15, 1.16,and 1.17 of the <a href="#">Standards for Registered Training Organisations (SRTOs) 2015</a></li> <li>access to computers and internet</li> <li>access to workplace or simulated justice environments</li> <li>access to appropriate equipment, materials and resources to support delivery and to undertake assessment</li> </ul>
<b>8. Pathways and articulation</b>	<p><i>Standard 8 for Accredited Courses</i></p> <p>This qualification comprises nationally endorsed units of competency from the following Training Packages:</p> <ul style="list-style-type: none"> <li>BSB Business Services</li> <li>LGA04 Local Government</li> <li>CSC Correctional Services</li> </ul> <p>Participants who successfully complete any of these units will, upon enrolment, gain credit into other qualifications that require those same units.</p> <p>Likewise, those participants who have successfully completed any of these units of competency from the Training Packages will, upon enrolment into the relevant justice qualification, gain credit for those same units.</p> <p>Clear articulation pathways exist between the Diploma and Advanced Diploma in Justice.</p> <p>Though there are no formal articulation arrangements into Higher Education courses of study at present, there are several universities and providers of such higher education courses that offer credit for the Justice course suite of units.</p>

<b>9 Ongoing monitoring and evaluation</b>	<p><i>Standard 13 for Accredited Courses</i></p> <p>The Curriculum Maintenance Manager (CMM), Business Industries is responsible for monitoring and evaluation of the Diploma of Justice and the Advanced Diploma of Justice.</p> <p>The Diploma of Justice and the Advanced Diploma of Justice will be reviewed at mid-point of accreditation period. Evaluations will involve consultation with:</p> <ul style="list-style-type: none"> <li>– course participants</li> <li>– justice industry representatives</li> <li>– teaching staff</li> <li>– assessors</li> </ul> <p>Any significant changes to the course resulting from course monitoring and evaluation procedures will be reported to the VRQA through a formal amendment process.</p>
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## Section B: Appendices

### Appendix 1: Course content developed by the Steering Committee

- 1.1: Skills and knowledge overview
- 1.2: Training demand/Job Search
- 1.3: Skills and knowledge mapping

### Appendix 2: Employability skills summary

## Appendix 1: Course content developed by stakeholders

Required skills and knowledge research and mapping to units of competency

### 1.1 Skills and knowledge overview

Steering Committee and project team members have identified the skills and knowledge areas required for practitioners in justice work at the two levels of job role addressed by the suite of qualifications.

**Table 2.1: Course Structure and content**

[Developed by expert sub-committee (See Appendix 1) and amended and confirmed by Steering Committee: see Accreditation Support Documentation: Minutes of Steering Committee Meetings]

Each course is a stand-alone qualification	Diploma of Justice	Advanced Diploma of Justice
Course structure	<ul style="list-style-type: none"> <li>• <b>10 Core units plus</b></li> <li>• <b>2 Elective units</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>8 Core units plus</b></li> <li>• <b>4 Elective units</b></li> </ul>
Skills and knowledge overview:	<ul style="list-style-type: none"> <li>• The essential role of graduates is to recognise, respond, report and refer within the responsibility of their job role and qualification level. Graduates are not qualified to conduct therapeutic counselling. Rather they are qualified to communicate and/or counsel by advice and facilitation which may involve research; organising and managing; implementation, and monitoring of response plans and strategies.</li> </ul>	
Communication and Management	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to:               <ul style="list-style-type: none"> <li>◦ respond and report appropriately</li> <li>◦ work with a diverse range of people/programs/situations</li> <li>◦ conduct interviews</li> <li>◦ deal with conflict</li> <li>◦ conduct mediation coordination</li> <li>◦ present evidence</li> <li>◦ record and document practices</li> <li>◦ record and document practices</li> <li>◦ write reports</li> <li>◦ present information to courts, clients and colleagues</li> <li>◦ seek feedback</li> <li>◦ maintain privacy and confidentiality</li> </ul> </li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• communication, interpersonal and management skills to:               <ul style="list-style-type: none"> <li>◦ respond and report appropriately</li> <li>◦ work with a diverse range of people/programs/situations and guide colleagues</li> <li>◦ conduct complex interviews</li> <li>◦ conduct case management facilitation</li> <li>◦ manage conflict</li> <li>◦ conduct mediation management</li> <li>◦ present evidence</li> <li>◦ record and document practices</li> <li>◦ write reports and help staff with complex reports</li> <li>◦ present information to courts, clients and colleagues</li> <li>◦ seek feedback/provide feedback</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◦ conduct planning</li> <li>◦ arrange referrals to appropriate agencies</li> <li>◦ supervise clients and/or offenders</li> <li>◦ communicate with culturally and socially clients and colleagues</li> <li>◦ communicate with children at risk or under protection</li> <li>◦ access support/help/legal agencies</li> <li>◦ comply with risk management processes</li> <li>◦ work as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>◦ maintain privacy and confidentiality</li> <li>◦ conduct planning</li> <li>◦ arrange referral processes to appropriate agencies</li> <li>◦ supervise clients and/or offenders and/or staff</li> <li>◦ communicate with culturally and socially clients and colleagues</li> <li>◦ communicate with children develop liaison processes with support/help/legal agencies</li> <li>◦ apply self-care and management within parameters of own role</li> <li>◦ arrange legal representation/advocacy and third party representation in court</li> <li>◦ manage a team</li> <li>◦ manage risk</li> </ul>
	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• ethical principles of justice work</li> <li>• overview of the Australian legal system</li> <li>• relevant legal environment</li> <li>• privacy and confidentiality principles</li> <li>• ethics and legal ethics</li> <li>• client management principles</li> <li>• legal representation processes</li> <li>• risk assessment processes</li> <li>• conflict resolution strategies/mediation principles</li> <li>• cultural diversity principles</li> <li>• management and leadership principles</li> <li>• report writing styles</li> </ul>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• ethical principles of justice work</li> <li>• overview of the Australian legal system</li> <li>• relevant legal environment</li> <li>• privacy and confidentiality principles</li> <li>• ethics and legal ethics</li> <li>• client management principles</li> <li>• legal representation processes</li> <li>• risk assessment processes</li> <li>• conflict resolution strategies/mediation principles</li> <li>• cultural diversity principles</li> <li>• management and leadership principles</li> <li>• report writing styles</li> <li>• change management strategies</li> <li>• advocacy strategies</li> <li>• quality assurance methods</li> <li>• project management styles</li> </ul>
<b>Functional and operational</b>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• operational skills to:</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• operational skills to:</li> </ul>

<b>role within justice work</b>	<ul style="list-style-type: none"> <li>◦ enforce law and manage emergencies</li> <li>◦ assist with crime prevention/reduction</li> <li>◦ respond to family violence contexts</li> <li>◦ resolve conflict</li> <li>◦ work with children at risks or under protection</li> <li>◦ assist with mediation</li> <li>◦ apply ethics and codes of conduct</li> <li>◦ manage self</li> <li>◦ work with young offenders</li> <li>◦ conduct mediation</li> <li>◦ conduct self-care and comply with OHS processes</li> <li>• research skills to:             <ul style="list-style-type: none"> <li>◦ identify sources of information and law</li> <li>◦ use appropriate technology to source and read legislation and case law</li> <li>◦ interpret documents</li> </ul> </li> <li>• organisational skills to follow written and verbal instructions</li> <li>• comparative analysis skills to source information and models and seek guidance to apply to local practice</li> </ul>	<ul style="list-style-type: none"> <li>◦ enforce law and prosecution</li> <li>◦ conduct investigative processes</li> <li>◦ respond to criminality</li> <li>◦ respond to victims of crime</li> <li>◦ prevent/reduce crime</li> <li>◦ resolve conflict</li> <li>◦ conduct counselling</li> <li>◦ plan treatment</li> <li>◦ conduct client-focused planning and case management</li> <li>◦ respond to complex client needs</li> <li>◦ respond to clients experiencing escalation of problems to legal intervention (justiciable events)</li> <li>◦ advocate and support special needs clients</li> <li>◦ recognise and respond to psychotic and non-psychotic disorders/mental illness</li> <li>◦ support children at risk or under protection</li> <li>◦ support young offenders</li> <li>◦ conduct mediation</li> <li>◦ apply ethics and codes of conduct</li> <li>◦ manage self and others (emotional intelligence) within justice contexts</li> <li>• research skills to:             <ul style="list-style-type: none"> <li>◦ identify sources of information and law</li> <li>◦ locate, gather and interpret evidence for courts in relevant cases</li> <li>◦ use appropriate technology to source and read legislation and case law</li> </ul> </li> <li>• reading and comprehension skills to extrapolate information about Victorian corrections framework for adult offenders and use it to inform practices</li> <li>• organisational skills to organise work practices</li> <li>• comparative analysis skills to source information and models and evaluate for application to local practice</li> </ul>
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		<ul style="list-style-type: none"> <li>• presentation skills to give evidence in court and present in an objective manner</li> <li>•</li> </ul>
	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• current debates and initiatives on:             <ul style="list-style-type: none"> <li>◦ causes of crime</li> <li>◦ family violence</li> <li>◦ child protection</li> <li>◦ mental health</li> <li>◦ alcohol and other drugs</li> <li>◦ crime prevention/reduction strategies</li> <li>◦ cultural inclusion strategies for justice clients and organisations</li> </ul> </li> <li>• available services/ referral agencies</li> <li>• support, management strategies</li> <li>• safe communication strategies</li> <li>• conflict resolution</li> <li>• mediation processes and practices</li> <li>• Australian Psychological Association (APA) referencing method</li> <li>• organisational culture and structures</li> <li>• key justice terminology</li> <li>• general history of evolution of punishment and confinement within Western society and Victoria</li> <li>• Federal, State and local legislative and regulatory requirements relevant to the Victorian correctional system</li> <li>• types of laws (criminal, civil, family) – their salient features and applications</li> <li>• role and functions of the components of the Victorian correctional framework</li> <li>• current local and international debates and theories on management of offenders</li> </ul>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• current debate and initiatives on issues of:             <ul style="list-style-type: none"> <li>◦ causes of crime</li> <li>◦ incarceration rates of people with mental health disorders and other complex issues</li> <li>◦ family violence</li> <li>◦ child protection</li> <li>◦ mental health</li> <li>◦ alcohol and other drugs</li> <li>◦ crime prevention strategies/reduction strategies</li> <li>◦ human rights within justice contexts</li> <li>◦ cultural and diversity issues</li> </ul> </li> <li>• theories and discourses on:             <ul style="list-style-type: none"> <li>◦ psychology</li> <li>◦ criminology</li> <li>◦ sociology</li> <li>◦ mediation and case management strategies</li> <li>◦ available services / referral agencies</li> <li>◦ advocacy strategies</li> <li>◦ treatment planning</li> <li>◦ mental health issues</li> <li>◦ support, management strategies</li> <li>◦ justiciable events – cause and effect</li> <li>◦ safe work practices</li> </ul> </li> <li>• Australian Psychological Association (APA) referencing method</li> <li>• Strategic planning, such as: organisational planning; resourcing; organisational culture; change management</li> <li>• key justice terminology/justice systems theory and</li> </ul>

	<ul style="list-style-type: none"> <li>• management of adult offenders frameworks and models other than those of Victoria</li> <li>• duty of care requirements and compliance obligations within the Victorian correctional framework</li> <li>• performance requirements within Victorian corrections framework for adult offenders</li> <li>• relevant ethics and privacy policies</li> <li>• OHS and self-care principles</li> </ul>	<p>practice/criminology and the concept of crime</p> <ul style="list-style-type: none"> <li>• Australian law and its relationship to the Victorian legal and justice systems</li> <li>• Federal, State and local legislative and regulatory requirements relevant to the Victorian correctional system</li> <li>• types of laws (criminal, civil, family) – their salient features and applications</li> <li>• legal environments (Australian Border Force, local government, sheriff's office, police and policing, Community Corrections)</li> <li>• current local and international debates and theories on management of offenders</li> <li>• management of adult offenders frameworks and models other than those of Victoria</li> <li>• duty of care requirements and compliance obligations within the Victorian correctional framework</li> <li>• performance requirements within Victorian corrections framework for adult offenders</li> <li>• relevant ethics, access and equity and privacy policies</li> <li>• nature and complexity of arresting, investigating, evidence, proof and sentencing</li> <li>• investigative processes</li> <li>• history of corrections, punishment, incarceration and law making</li> <li>• OHS and self-care principles</li> </ul>
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## 1.2 Training demand/Job Search

### Enrolment information

Currently the qualifications are delivered by six Registered Training Organisations (RTOs) with close to 1,702 students enrolled in 2014 with the enrolment figures for 2015 showing an increase on previous years. See Section B: 3.1 – Figures 3.1 and 3.2.

### Labour market information / Job search

Training demand and course relevance to existing labour market positions is evidenced in research conducted through: <http://australia.recruit.net/>; <http://jobsearch.careerone.com.au>, and <http://www.seek.com.au/> from 10<sup>th</sup> April, 2016 to 30<sup>th</sup> July, 2016

Table 2.2 comprises a representative sample of this research. See Appendix 2.1 Skills and knowledge overview.

**Table 2.2: Alignment of course content to labour market skills and knowledge requirements**

Position title	Job profile/required knowledge and skills
Compliance Officer	<p>The candidate will be a member of the Investment Bank Australia Compliance team reporting to the Head of Corporate Client Solutions (CCS) and Research Compliance &amp; Operational Risk Control (C&amp;ORC), who in turn reports to the Head of C&amp;ORC for Australia. This role sits within the Control Room, which is responsible for supporting the CCS and Research business area and managing the firm's information barriers.</p> <p><b>Key responsibilities:</b></p> <p>Responsible for the day to day operation of the compliance program with various responsibilities focusing on delivery of compliance services including as it relates to the Investment Banking Department (IBD) business. The Compliance Department's objective is to help protect the firm's reputation and facilitate its business activities by providing advice on, and reasonable assurance of, compliance with applicable laws, regulations, rules and corporate policies, and high ethical standards. Compliance achieves these objectives by providing the firm with Advice, Education and Monitoring services.</p> <p><b>Duties:</b></p> <p>The candidate will work closely with each of the Compliance product/specialist officers to ensure that there is a consistent and coordinated delivery of the compliance program. In addition, the candidate will liaise with the Legal department, including in areas where legal and compliance input is required, such as regulatory investigations and internal investigations.</p> <p><b>Skills/ knowledge/experience</b></p> <p>Approximately 3 - 8 years' experience dealing with compliance and regulatory matters.</p> <p>Confident and able to communicate effectively with both peers and senior management.</p>
Local Laws Officer (Local Government)	<p>The Design &amp; Build section require a Local Laws Officer to join a Council based in the Northern suburbs of Melbourne within an organisation that is going through a substantial growth period.</p> <p><b>Duties:</b></p>

	<ul style="list-style-type: none"> <li>• Reporting the Local Laws coordinator providing information and guidance to the community in relation to relevant Acts, Regulations, Local Laws and Council Services.</li> <li>• Delivering animal management enforcement functions under the provisions of the Domestic (feral &amp; nuisance) Animals Act and all relevant regulation.</li> <li>• Patrol all municipal areas to identify breaches and take appropriate action.</li> </ul> <p><b>Skills/knowledge/experience</b></p> <ul style="list-style-type: none"> <li>• Proven Local Laws, Animal Management and Parking experience</li> <li>• Strong knowledge and enforcement experience with Parking Legislation</li> <li>• Strong report writing skills to prepare briefs of evidence and other documentation and reports for court</li> <li>• Ability to negotiate and resolve conflicts in a professional manner</li> <li>• Strong knowledge of animal behavior and health</li> <li>• Valid police check.</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Completed relevant industry recognised qualifications.</li> </ul>
<p>Youth Justice Case Worker</p> <p>Brosnan Services (a program of Jesuit Social Services)</p>	<p>Brosnan staff support people to overcome the legacy of negative experiences in their lives by re-affirming their value and worth as individuals. This approach emphasises empowerment as a key principle when engaging people with multiple and complex needs.</p> <p>Brosnan Services are looking to recruit an energetic and enthusiastic Case Worker to join Brosnan's Youth Justice Community Support Service (YJCSS) team in North West Metropolitan Melbourne. The YJCSS is an integrated approach to the provision of intensive support to young people involved with Youth Justice. This service model has been developed recognizing that young people involved with Youth Justice often present with a range of complex and varied needs that require an individualized service response. The YJCSS aims to; reduce the rate, severity, and frequency of offending behavior, to enable effective transition of young people from intensive tertiary services to their community and to develop their capacity for economic participation and engagement in education, training and employment.</p> <p><b>Duties:</b></p> <ul style="list-style-type: none"> <li>• The Key Worker position is realigned with North East Services Connect. Services Connect is the new model for integrated human services in Victoria. It is designed to connect people with the right support, address the whole range of a person's or family's needs and help people build their capabilities to improve their lives. Eight Services Connect Partnerships have been established to bring together groups of community service providers to deliver integrated child and family support, mental health, alcohol and drug treatment, family violence, homelessness, housing, disability and Aboriginal specific services. Jesuit Social Services are one of the primary partners in the Services Connect partnerships for the North East, Brimbank/Melton and Southern Melbourne regions.</li> </ul>

	<p><b>Skills/knowledge/experience</b></p> <ul style="list-style-type: none"> <li>• Passion help the disadvantaged</li> <li>• Experience with Youth Justice is preferred.</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Qualifications related to social justice will be looked upon favourably.</li> </ul>
Administrative Officer, National Legal Services	<p>The purpose of this role is to support the work of the National Legal Services team through the efficient coordination of formal Panel Hearings and the administration of statutory offences and tribunal matters.</p> <p><b>Duties:</b></p> <ul style="list-style-type: none"> <li>• Attend panel hearings to provide senior administrative support (documenting records of meetings and taking procedural notes)</li> <li>• Prepare correspondence to stakeholders</li> <li>• Provide administrative support to the Legal Officers in the general running of files in relation to Statutory Offence, Panel, Tribunal</li> <li>• Undertake initial research in relation to Statutory Offence matters under the instruction and guidance of the relevant legal officer</li> <li>• Draft, prepare and review correspondence and documentation for Statutory Offence matters</li> <li>• Maintain and update regularly the electronic client database (PIVOTAL) and the corporate record management system (TRIM)</li> <li>• Respond to enquiries from internal and external stakeholders, including health practitioners, Panel members, members of the public and notifiers that are related to AHPRA Victorian Legal matters.</li> </ul> <p><b>Skills/knowledge/experience</b></p> <ul style="list-style-type: none"> <li>• Excellent interpersonal and written communication skills</li> <li>• Passion for improving the delivery of services with a commitment to continuous improvement</li> <li>• Ability to work collaboratively and flexibly as part of focal point of all activity needs and concerns</li> <li>• Advanced MS Office skills, and other applications, including database software, email and internet</li> <li>• Ability to priorities work, perform well under pressure</li> <li>• Ability to work independently and collaboratively</li> <li>• Superior attention to detail</li> <li>• Prior experience in scheduling hearings/meetings with external stakeholders</li> <li>• Ability to understand and interpret legislation.</li> </ul> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Certificate IV/Diploma of Legal Services (or equivalent) would be highly regarded.</li> </ul>
Department of Immigration and Border Protection	<p>The following six selection criteria will be used for all vacancies. They are weighted equally:</p>

<p>Application requirements</p>	<ul style="list-style-type: none"> <li>• Contributes to ('Shapes' for Executive Level vacancies) strategic thinking</li> <li>• Achieves results</li> <li>• Supports ('Cultivates' for Executive Level vacancies) productive working relationships</li> <li>• Displays ('Exemplifies' for Executive Level vacancies) personal drive and integrity</li> <li>• Communicates with influence</li> <li>• Demonstrates professional or technical proficiency.</li> </ul> <p>The selection criteria will be expressed as behaviourally based questions; that is, questions which require you to describe tasks you have undertaken in the past.</p> <p>Behaviourally based questions are past-oriented and phrased as 'Describe a situation where...', 'Applicants are required to give an example of ...', 'Describe a time when...'. They place emphasis on 'behaviours' rather than 'opinions' or theory, giving a better insight into candidates' capabilities. These questions have prompts which ask the respondent to use the <b>STAR</b> approach: that is, describe a <b>S</b>ituation, your <b>T</b>ask, the <b>A</b>ction that you took, and the <b>R</b>esult you achieved.</p>
<p>Department of Immigration and Border Protection APS 4 Graduate Program</p>	<p>With the integration of the Department of Immigration and Border Protection and the Australian Customs and Border Protection Service in July 2015, there was an opportunity to join the Department of Immigration and Border Protection.</p> <p>The APS 4 graduate programme offers career opportunities as well as professional mentoring and development.</p> <p><b>Requirements</b></p> <p>Graduates are required to:</p> <ul style="list-style-type: none"> <li>• have a minimum three year undergraduate degree obtained in the last five years</li> <li>• hold Australian citizenship</li> <li>• be willing to relocate to Canberra if required.</li> </ul> <p>Designated security assessed positions. The successful applicants will be required to obtain and hold a security clearance, and an Employee Security Assessment.</p>
<p>Police Custody Officers (PCOs)</p>	<p>Police Custody Officers (PCOs) are responsible for overseeing the management of persons in the custody of Victoria Police. Shift work.</p> <p><b>Duties:</b></p> <ul style="list-style-type: none"> <li>• Perform all duties relating to the management of persons in the custody of Victoria Police.</li> <li>• Ensure the health, wellbeing, safety and supervision of persons in custody, staff and visitors.</li> <li>• Liaise with internal and external stakeholders regarding the management, transport, offsite attendance or video links for persons in custody.</li> </ul>

	<ul style="list-style-type: none"> <li>Carry out all prisoner management functions in accordance with established legislation, policies and procedures, including preparing routine correspondence, attendance registers, creation of reports and other administrative tasks whilst ensuring appropriate follow-up action is taken when required.</li> </ul> <p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>Must be over 18 years of age</li> <li>Must be an Australian Citizen or permanent resident</li> <li>Must hold full or probationary Australian drivers licence (must be transferred to Victorian drivers licence at commencement of employment)</li> <li>Must hold Level 1 First Aid Certificate valid for 12 months at commencement of employment</li> <li>For the Police Custody Officer role, we will not accept people with a BMI of 30 or higher unless they are found to be suitable through a sum of skin folds test instead. A sum of skin folds test can be undertaken at the cost to the applicant at our preferred supplier Konekt.</li> <li>Must not have any outstanding warrants, payment orders or payment plans in relation to traffic or parking infringements.</li> <li>Must have a 'Working with Children' card on commencement of employment.</li> <li>Must be of good character and reputation</li> <li>Able to put personal beliefs aside to deal with anyone in their custody.</li> </ul> <p><b>Skill requirements:</b></p> <ul style="list-style-type: none"> <li>Good computer skills</li> <li>Sound communication and interpersonal skills</li> </ul>
Australian Federal Police	<p><b>Eligibility for consideration:</b></p> <ul style="list-style-type: none"> <li>be an Australian citizen</li> <li>be over the age of 18</li> <li>hold a full manual vehicle driver's licence with no provisional restrictions (P plates) or medical restrictions at the time of application (for police roles); or</li> <li>hold a manual driver's licence and completed ACT 'P-Off' course, or other states' equivalent (for protective service officer roles only)</li> <li>have completed year 12 education, or year 10 with a trade certificate or equivalent.</li> </ul> <p>In preparation of submitting an application candidates are encouraged to commence obtaining relevant documentation including:</p> <ul style="list-style-type: none"> <li>Birth Certificate/ Passport/ Citizenship documents</li> <li>additional proof of gender (if required)</li> <li>traffic history from all states and territories where you have held a drivers license.</li> </ul> <p>Not recruiting at present.</p>
Ravenhall,	The Specialist Custodial Assessors provide one component of the initial reception assessment for prisoners arriving at Ravenhall. As part of the

Specialist Custodial Assessors	<p>Programs and Services team, they undertake a triage role in identifying early clinical, offending behaviour, transition and reintegration needs, particularly for prisoners on short sentences.</p> <p><b>Duties</b></p> <ul style="list-style-type: none"> <li>• Complete a suite of assessments aimed at identifying a prisoner's overall risk of reoffending, their dynamic risk factors, and case-management considerations.</li> <li>• Collaborate and liaise with the Reintegration Officers and Aboriginal Wellbeing Officer, who also have roles in early assessment and case-management planning. The information gathered by the Specialist Custodial Assessors at reception will inform case-management planning, accommodation placement, need for further clinical assessment and broader interventions provided by other program areas including Forensicare and the Alliance Partners.</li> </ul> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• Must be correctional officers who have undertaken further specialist training in interviewing and assessment.</li> <li>• Must have a thorough understanding of the Offender Management Framework and competence in interviewing and assessment.</li> <li>• These staff may already be correctional officers or will undergo correctional officer training in order to complete this role.</li> </ul>
Ravenhall, Reintegration Officers	<p>Reintegration Officers are custodial staff who complete transition and reintegration assessments for prisoners within 18 months of release to the community.</p> <p><b>Duties</b></p> <ul style="list-style-type: none"> <li>• Identify individual transition and reintegration needs such as housing, employment, education and training, independent living skills, mental health, alcohol and drugs, and family and community connectedness.</li> <li>• Identify prisoners eligible for applying for parole and facilitate information sessions on the parole application process. The Officers develop a reintegration plan as part of the prisoner's broader case-management plan and work closely with the prisoner's case-worker to ensure services and referrals are facilitated.</li> <li>• Work collaboratively with the Alliance Partners and convene meetings to ensure the appropriate prioritisation of services for high risk and high needs prisoners post-release. Reintegration Officers report to the Senior Clinician for Transition and work as part of the broader Transition and Reintegration team.</li> </ul> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• Reintegration Officers will be staff who have a thorough understanding of the needs of prisoners post release and issues affecting successful transition and reintegration.</li> <li>• Candidates may already be correctional officers or will undergo correctional officer training in order to complete this role.</li> </ul>

### 1.3 Skills and knowledge mapping

The following Table 2.3 shows the mapping of the key skills areas of justice work, identified by the Steering Committee and stakeholders, against core units and electives including those suggested electives selected from nationally endorsed Training Packages and accredited qualifications. Where identified skills areas not covered by existing Training Packages and accredited qualifications, new units of competency have been developed.

**Table 2.3: Required skills and knowledge mapping to course content**

Knowledge and skill areas	Mapped to accredited units
<b>Application of law</b>	
Criminology	VU21909: Apply foundation legal principles VU21910: Work within the criminal justice system VU21924: Apply sociology concepts and principles to justice contexts VU21925: Research criminology and crime prevention for application to practice within justice environments VU21930: Apply law and advocacy to support justice clients experiencing justiciable event/s
Crime prevention	VU21925: Research criminology and crime prevention for application to practice within justice environments VU21927: Apply psychological concepts and principles within justice environments
Investigative processes	VU21921: Support policing processes within justice environment contexts VU21923: Apply investigative processes within justice environments
Law enforcement	VU21909: Apply foundation legal principles VU21910: Work within the criminal justice system VU21914: Apply criminal law within justice environments VU21920: Apply Australian Border Force law enforcement processes within justice environments VU21921: Support policing processes within justice environment contexts LGACOM406A: Investigate alleged breaches of legislation and prepare documentation

Knowledge and skill areas	Mapped to accredited units
Management of adult offenders	<p>VU21912: Support the management of adult offenders within the Victorian correctional framework</p> <p>VU21927: Apply psychological concepts and principles within justice environments</p> <p>VU21928: Identify and respond to client complex issues within a criminal justice environment</p> <p>VU21929: Undertake case-management in a justice environment</p>
Safe work practices	VU21918: Apply self-management and workplace safety in the justice environment
Human rights	VU21926: Research human rights principles within justice environments
Communication skills	<p>VU21911: Apply writing and presentation skills within a justice environment</p> <p>VU21916: Work with culturally diverse clients within justice environments</p>
Research and report writing	<p>VU21911: Apply writing and presentation skills within a justice environment</p> <p>VU21922: Apply research techniques within justice contexts</p>
Self-management, organisation and WHS	<p>VU21918: Apply self-management and workplace safety in the justice environment</p> <p>BSBMGT616: Develop and implement strategic plans</p> <p>BSBPMG522: Undertake project work</p> <p>CSCORG020: Manage projects in justice and offender services</p>
Ethics /Privacy and confidentiality	<p>All units</p> <p>VU21913: Uphold and support the ethics and values of working within a justice environment</p>
Conflict resolution	<p>VU21917: Work with conflict resolution and mediation processes within justice environments</p> <p>VU21929: Undertake case-management in a justice environment</p> <p>BSBR501 Manage risk</p>
Family Violence	<p>VU21915: Work with family violence contexts within justice environments</p> <p>VU21928: Identify and respond to client complex issues within a criminal justice environment</p>

<b>Knowledge and skill areas</b>	<b>Mapped to accredited units</b>
Young offenders	VU21931: Work with young offenders in justice environments VU21932: Analyse the child protection environment in a justice context
Children at risk/child protection/youth offenders	VU21931: Work with young offenders in justice environments VU21919: Identify and support children and young people at risk VU21932: Analyse the child protection environment in a justice context
Complex needs	VU21916: Work with culturally diverse clients within justice environments VU21917: Work with conflict resolution and mediation processes within justice environments VU21928 Identify and respond to client complex issues within a criminal justice environment
Advocacy	VU21926: Research human rights principles within justice environments VU21930: Apply law and advocacy to support justice clients experiencing justiciable event/s
Socio/economic issues	VU21916: Work with culturally diverse clients within justice environments VU21924: Apply sociology concepts and principles to justice contexts VU21926: Research human rights principles within justice environments
Case management	VU21929: Undertake case-management in a justice environment

## Appendix 2: Employability Skills Summaries

### 2.1 22320VIC Diploma of Justice

<b>Employability Skills Summary</b>  <b>Qualification Code:</b> 22320VIC  <b>Qualification Title:</b> Diploma of Justice  <p>The following table contains a summary of the employability skills required for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on the packaging options.</p>	
<b>Employability Skill</b>	<b>Industry/enterprise requirements for this qualification include the following facets:</b>
<b>Communication</b> that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> <li>liaising, listening and consulting to negotiate deals and plans to achieve agreed outcomes</li> <li>discussing and negotiating with stakeholders on matters relating to justice issues</li> <li>consulting with others to develop effective working strategies</li> <li>researching information</li> <li>negotiating solutions to new and emerging issues</li> <li>developing and writing reports</li> <li>compiling data, preparing presentations and ad hoc reports as required</li> </ul>
<b>Teamwork</b> that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> <li>interacting effectively with others, as an individual or as a team member, to achieve a shared goal. This may involve:               <ul style="list-style-type: none"> <li>working effectively in diverse teams</li> <li>effectively acknowledging cultural protocols</li> <li>knowing how to define the roles within a team</li> <li>identifying the strengths of team members</li> <li>working towards consensus in a team environment</li> </ul> </li> <li>working collaboratively with clients, colleagues, and other relevant people to manage change and to build trust</li> <li>providing feedback on team performance to relevant colleagues</li> </ul>
<b>Problem solving</b> that contributes to productive outcomes	<ul style="list-style-type: none"> <li>applying creative problem solving strategies by:               <ul style="list-style-type: none"> <li>analysing and researching to provide solutions and effective models to a number of different circumstances, in a range of justice contexts and environments</li> <li>sourcing relevant specialists and help agencies to provide assistance and services</li> </ul> </li> <li>analysing relevant information in order to manage risk</li> <li>dealing with complex and non-routine difficulties</li> </ul>

	<ul style="list-style-type: none"> <li>establishing and maintaining record-keeping, monitoring and evaluation systems</li> </ul>
<b>Initiative and enterprise</b> that contribute to innovative outcomes	<ul style="list-style-type: none"> <li>applying learning about legal and criminal justice systems to develop improved processes within own current/potential job role</li> <li>developing reports to effectively present information</li> <li>managing, fostering and facilitating change</li> <li>developing and maintaining professional industry networks</li> <li>encouraging sustainability practices in justice environments</li> </ul>
<b>Planning and organising</b> that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> <li>managing work time and priorities through setting clear goals and deliverables, time lines and milestones, for self and with others</li> <li>planning the use of resources and adapting resource allocations to cope with contingencies</li> <li>allocating people and other resources to tasks</li> <li>participating in continuous improvement and planning processes</li> <li>collecting, analysing and organising information</li> <li>accessing and systematically searching electronic databases</li> <li>evaluating the relevance, reliability and authority of information and research</li> </ul>
<b>Self-management</b> that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> <li>developing personal goals and the strategies to achieve them</li> <li>reflecting on and taking responsibility for own performance</li> <li>developing strategies to self-manage, self-motivate and self-direct to achieve goals and objectives</li> <li>developing strategies for self-care appropriate to own current/potential job role within a justice context</li> <li>identifying and acting upon professional development opportunities</li> </ul>
<b>Learning</b> that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> <li>seeking feedback and integrating constructive advice into own professional practice</li> <li>developing and maintaining personal competence</li> <li>identifying and acting upon professional development opportunities</li> <li>maintaining currency of knowledge of legislation, regulations and provisions relevant to own current/potential job role within the justice industry</li> <li>assisting others to acquire new knowledge and skills to improve team and individual performance</li> </ul>
<b>Technology</b> that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> <li>using IT programs and electronic communication platforms relevant to workplace efficiency</li> <li>using technology to assist the management of information and to assist planning processes</li> <li>applying ergonomics to developing improved occupational health and safety in using technology</li> </ul>

## 2.2 22321VIC Advanced Diploma of Justice

### Employability Skills Summary

**Qualification Code:** 22321VIC

**Qualification Title:** Advanced Diploma of Justice

The following table contains a summary of the employability skills required for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on the packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include the following facets:
<b>Communication</b> that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> <li>liaising, listening and consulting to negotiate and plan to achieve agreed outcomes</li> <li>liaising, listening and consulting with colleagues, management and stakeholders to encourage participation, and clarify and evaluate issues</li> <li>utilising interpersonal skills to research and evaluate sociological and psychological impacts on criminality</li> <li>discussing and negotiating with stakeholders on matters relating to human rights principles</li> <li>conducting research to collect and analyse information</li> <li>discussing and negotiating with stakeholders when researching and preparing a wide range of reports, project briefs</li> <li>obtaining and interpreting information to ensure currency of work practice</li> </ul>
<b>Teamwork</b> that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> <li>managing and developing others to be effective and empowered team members</li> <li>managing and providing feedback on individual and team performance</li> <li>working with and motivating others to gather information, prepare plans, and implement projects</li> <li>working co-operatively in planning and contributing to effectiveness and meeting objectives</li> <li>seeking expertise from other/s as nominated or required</li> <li>working co-operatively with people from different ages, gender, social, ethnic, religious and cultural backgrounds, and, physical and intellectual ability</li> </ul>
<b>Problem solving</b> that contributes to productive outcomes	<ul style="list-style-type: none"> <li>analysing and selecting information for relevance and accuracy</li> <li>high-level research to provide innovative approaches to complex justice client issues</li> <li>developing and managing risk management and contingency plans</li> <li>selecting from a range problem solving and decision making strategies</li> <li>sourcing relevant people to provide consultative assistance and specialised information where required</li> <li>developing strategies and implementation plans</li> </ul>

<b>Initiative and enterprise</b> that contribute to innovative outcomes	<ul style="list-style-type: none"> <li>• applying creative approaches to justice work strategies and issues</li> <li>• reviewing evaluation processes to inform future activity</li> <li>• applying learning to innovative and responsive approaches to justice issues</li> <li>• applying learning and reflective practice to develop improved processes</li> <li>• designing strategies and reports to effectively present information</li> <li>• identifying trends in the justice sector</li> </ul>
<b>Planning and organising</b> that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> <li>• reviewing, and adapting approaches to, current and emerging national and international trends in justice work and</li> <li>• consulting with stakeholders and others on developing and managing a range of plan and projects</li> <li>• contributing to managing project completion through time management, setting priorities, timelines, targets and milestones for self and with others</li> <li>• maintaining information systems, records, and reporting procedures</li> <li>• evaluating the relevance, reliability and authority of information</li> <li>• developing systems that are flexible and responsive to changing circumstances</li> </ul>
<b>Self-management</b> that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> <li>• developing and planning own work within task requirements</li> <li>• selecting and prioritising projects within scope of one's role</li> <li>• critically reflecting on own performance</li> <li>• identifying and acting on professional development opportunities dealing with contingencies</li> </ul>
<b>Learning</b> that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> <li>• seeking feedback and integrating constructive advice into own professional practice</li> <li>• developing and maintaining personal competence</li> <li>• seeking and undertaking opportunities for professional development and maintaining currency of knowledge</li> <li>• maintaining currency of knowledge of relevant legislation and Codes of Practice</li> <li>• participating in networks relevant to justice work practice</li> </ul>
<b>Technology</b> that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> <li>• using IT programs and electronic communication platforms relevant to workplace efficiency</li> <li>• using technology to assist the management of information and to assist planning processes</li> <li>• applying ergonomics to developing improved occupational health and safety in using technology</li> </ul>

## Section C: Units of Competency

### Imported units from training packages

#### LGA04 Local Government

LGACOM406A: Investigate alleged breaches of legislation and prepare documentation

#### BSB Business Services

BSBMGT616: Develop and implement strategic plans

BSBPMG522: Undertake project work

BSBRSK501: Manage risk

#### CSC Correctional Services

CSCORG020: Manage projects in justice and offender services

### Units of competency developed for this course:

VU21909: Apply foundation legal principles

VU21910: Work within the criminal justice system

VU21911: Apply writing and presentation skills within a justice environment

VU21912: Support the management of adult offenders within the Victorian correctional framework

VU21913: Uphold and support the ethics and values of working within a justice environment

VU21914: Apply criminal law within justice environments

VU21915: Work with family violence contexts within justice environments

VU21916: Work with culturally diverse clients within justice environments

VU21917 Work with conflict resolution and mediation processes within justice environments

VU21918 Apply self-management and workplace safety in the justice environment

VU21919: Identify and support children and young people at risk

VU21920: Apply Australian Border Force law enforcement processes within justice environments

VU21921: Support policing processes within justice environment contexts

VU21922: Apply research techniques within justice contexts

VU21923: Apply investigative processes within justice environments

VU21924: Apply sociology concepts and principles to justice contexts

VU21925: Research criminology and crime prevention for application to practice within justice environments

VU21926: Research human rights principles within justice environments

VU21927: Apply psychological concepts and principles within justice environments

VU21928: Identify and respond to client complex issues within a criminal justice environment

VU21929: Undertake case-management in a justice environment

VU21930 Apply law and advocacy to support justice clients experiencing justiciable event/s

VU21931: Work with young offenders in justice environments

VU21932: Analyse the child protection environment in justice contexts



## VU21909: Apply foundation legal principles

### Unit Descriptor

This unit describes the skills and knowledge required to apply various aspects of law and jurisdiction processes and procedures relevant to working within the Victorian criminal justice system.

This unit provides an introduction to the Victorian and Australian legal system including the Constitution; legislative and law making bodies; adjudication and enforcement.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of legal support officers engaged across a range of job roles and jurisdictions within the Victorian justice environment.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <b><i>bold italicised</i></b> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Investigate the origins and the sources of State and Federal law	1.1 Investigate Australian <b><i>law</i></b> prior to federation 1.2 Identify Federal and State <b><i>constitutional powers</i></b> and their <b><i>limitations</i></b> 1.3 Investigate <b><i>law making through Parliament</i></b> , the <b><i>Courts</i></b> and <b><i>sub-ordinate authorities</i></b> 1.4 Explore the main aims and elements of <b><i>administrative, civil</i></b> and <b><i>criminal law</i></b> and their application to Victorian justice environment
2. Explore the function, operation and jurisdiction of Victorian Courts and Tribunals within the Australian Court system	2.1 Delineate <b><i>structure and jurisdiction</i></b> of the <b><i>Victorian courts and tribunals</i></b> 2.2 Identify the process of <b><i>civil action and appeals</i></b> and <b><i>criminal and administrative action and appeals</i></b> 2.3 Identify the <b><i>function and responsibilities of the parties</i></b> involved 2.4 Examine <b><i>therapeutic justice</i></b> principles, within a court framework 2.5 Examine the principles of <b><i>natural justice</i></b>

- |   |  |
|---|--|
| 3. Identify and apply appropriate elements of Victorian legal system to current/potential justice environment job roles | 3.1 Delineate and practice the application of the law, its functions and process within current/potential justice environment job roles<br><br>3.2 Determine the various roles, skills and knowledge for working within the justice environment<br><br>3.3 Research and practise <b><i>etiquette and protocols</i></b> for attendance/appearance at courts and tribunals |
|---|--|

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- research skills to:
  - identify sources of information and law
  - distinguish between civil action and appeals and administrative action and appeals
  - extrapolate legal principles and practices
  - use appropriate technology to source and read legislation and case law
- problem solving skills to recognise statute and common law principles

### Required Knowledge

- sources of law, its origin, the Federal and State Constitution
- processes of law making by parliament, the courts and delegate authorities
- criminal, civil and administrative law procedures to a variety of justice issues
- adjudicative procedure within a state and commonwealth context
- relevant Federal, State, local government legislative and regulatory requirements
- the operation of the adjudication and enforcement process with the Victorian legal system
- pre-trial, trial, and post-trial procedure for summary, indictable offences and civil matters
- processes of therapeutic justice principles
- processes of natural justice principles

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Law*** may include:

- origin of Australian law:
  - English law
  - common law/precedent
- sources of law:
  - state and federal statute law including:
    - treaties and international conventions
  - local government and other delegated authorities
  - common law - courts
- types of law:
  - federal and state statute laws
  - federal and state common law
  - local laws
  - rules and regulations made by delegated authorities

***Constitutional powers*** may include:

- federal and state systems of government:
  - bicameral system
  - representative/responsible government
  - Commonwealth and State Constitutions
  - separation of powers
    - extent
    - consequences
- legislative powers of the Commonwealth and the State
  - specific powers
  - exclusive powers
  - concurrent powers
  - residual powers of the state
  - powers under Commonwealth constitution– sections 51, 52, 106 - 109, 122, 128
- Commonwealth and State Parliaments
  - structure
  - functions

***Limitations [of constitutional powers]*** may refer to:

- implied limitation
- specific powers
- express restriction
- State powers v/s Commonwealth powers

- Law making through Parliament** may refer to:
- process through the lower & upper house
  - the Act
  - royal assent
  - commencement
  - elements of an Act of Parliament
- [Law making through] Courts** may include:
- common law
  - question of law
  - appeals
  - courts of appeal
  - ratio decidendi/obiter dictum
  - binding or persuasive
- [Law making through] sub-ordinate authorities** may refer to:
- enabling Acts/sections
  - delegated authorities
  - drafting
  - tabling and scrutiny by parliament
  - scrutiny/review by courts – ultra vires
  - commencement
  - publication
  - alteration
- Administrative [law]** may refer to:
- public powers/laws – addressing the relationships between individual and government/authority
  - aim:
    - grant the power to institutions to govern and/or, restrain that power, or redress a wrong
  - elements, such as:
    - authority and accountability
    - decisions, reasons, information access
    - judicial reviews, such as:
      - natural justice
      - legal error
      - other grounds
- Civil [law]** may refer to:
- private laws – addressing the nature of legal relationships which arises between individuals, such as:
    - civil wrongs
    - litigation
    - civil remedies
  - aim:
    - restoration to original condition prior to incident
  - elements, such as:
    - burden of proof

***Criminal law*** may refer to:

- common law
- mediation, arbitration
- public laws – addressing the conduct of individuals in gross violation of social norms, such as:
  - breach of law, rules and regulations resulting in a penalty
- aim:
  - punishment
  - retribution
  - deterrent
  - rehabilitation
- elements, such as:
  - burden of proof
  - common law/precedent
  - statutes/regulations
  - investigative processes
  - pre-trial, trial and post-trial procedures
  - appeals

***Structure and jurisdiction [of Victorian courts and tribunals]*** may refer to:

- powers of State Constitution
- hierarchy of Victorian Courts
- relationship to Federal Courts, such as:
  - High Court of Australia
  - Federal Court
  - Federal Magistrates court
- structure of Victorian Courts
- structure of Victorian tribunals
- types of tribunal
- jurisdiction of the courts/tribunals may include:
  - statutes of limitation
  - separation of judicial and executive functions
  - investment of federal jurisdiction on the state courts
  - pre-trial and court procedures
  - sentencing
  - evidence
  - inconsistency between State and Federal laws
  - immunity
  - diplomatic staff
  - witness
  - children
  - sovereign
  - defence personnel and visiting forces

- law enforcement agencies
- relevant Acts of parliament

***Victorian courts and tribunals*** may include:

- Supreme Court including the Appeals Court
- County Court
- Magistrates' Court including the:
  - Koori Court
  - Drug Court
  - Family Violence Court
- Children' Court
- Coroner's Court
- State and Commonwealth Administrative Tribunals including
- Victorian Civil and Administrative Tribunal (VCAT)
- Victims of Crime Assistance Tribunal (VOCAT)
- Racing Appeals Tribunal

***Civil actions and appeals*** may refer to:

- civil litigation at all levels
- factors to be considered before civil action is taken, such as:
  - Alternative Dispute Resolution (ADR)
  - tribunals and mediation centres
  - offer of compromise
  - settling out of court
- advantages and disadvantages
- pre-trial proceedings, such as:
  - letter of demand
  - pleading, such as:
    - writ, statement of claim
    - notice of appearance
    - defence
    - counter claim/s
  - discovery, such as:
    - documents
    - interrogatories
    - oral examination
    - other information exchanged
  - direction hearing, such as:
    - effect of pre-trial proceedings
  - certificate of readiness
  - trial, such as:
    - with or without jury

- plaintiff present case
- defence present case
- decision
- claim dismissed/upheld
- cost/remedy/damage awarded
- appeal
- types of remedies, such as:
- action for damages, such as:
  - nominal damages
  - special damages
  - general damages
  - exemplary damages
- action for an injunction, such as:
  - prohibitory injunction
  - mandatory injunction
  - interlocutory injunction
- offence reported/committed/discovered
- police or other law enforcement investigation
- arrest, search and seizure including detention for questioning and/or investigation
- methods of obtaining evidence, such as:
  - formal interviews
  - statement
  - audio/video recording
  - forensic procedures
- rights of person of interest/accused
- charge/summons/infringement notices
- bail, which may include:
  - legislation and the nature of bail
  - when bail may be granted
  - who may grant bail
  - criteria and appeal
- procedure on hearing summary offences, including indictable offences triable summarily:
  - person charged
  - mention procedure, including:
    - criminal diversion program
  - guilty plea, such as:
    - defendant appears/does not appear
    - summary of evidence/sanction

***Criminal and administrative actions and appeals*** may refer to:

- not guilty plea, such as:
  - contest mention
  - charges withdrawn- case dismissed
  - guilty plea to some charges
  - case proceed to full hearing
- prosecution present case
- defence present case
- decision/verdict
- sanctions and other alternatives, such as:
  - four key aims of punishment
  - hierarchy of sentencing
- trial of indictable offence, which may include:
  - committal proceedings
  - magistrate to commit or discharge
  - hand-up brief procedure
  - relevant factors in choosing between summary jurisdiction and trial by judge and jury

***Function and responsibilities of the parties*** may include:

- Civil:
  - Parties, such as:
    - complainant
    - defendant
    - legal representative
- Criminal:
  - parties, such as:
    - informant
    - accused
    - legal representative
    - prosecution
- magistrate, judge and jury
- burden of proof
- pleas and defences
- evidence
- strict liability offences including road safety/transport/others
- domestic violence processes
- special rules in relation to:
  - sexual offences
  - Koori Court
  - Drugs Court
  - Children's Court
  - domestic violence situations

- Therapeutic justice*** may refer to:
- heal, restore and reconcile, instead of punishment and revenge
  - negotiate instead of impose
  - regular monitoring and supervision
  - therapeutic effects on:
    - victim
    - offender
  - social intervention rather than by harsher sentences
  - development of specialist courts
  - development of restorative justice
- Natural justice*** may refer to:
- procedural fairness in decision making
  - the hearing rule
  - the bias rule
  - application to all aspects of judicial process and decision making
- Etiquette and protocols*** may include:
- formal acknowledgement of the adjudicator - judge and magistrate as he enters or leaves the Court/tribunal
  - remaining standing until adjudicator is seated
  - not speaking in the court/tribunal unless required to do so
  - using appropriate form of address to adjudicator
  - formal entering and exiting court/tribunal during proceedings
  - dress standard
  - other matters as applicable to specific court/tribunal

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- application of law, functions and processes of the Victorian legal system relevant to current/potential justice environment job roles
- application of correct etiquette and protocols for attendance/appearance at Victorian courts and/or tribunals
- knowledge of powers and functions of law, law courts and subordinate authorities of the civil, criminal and administrative components of the Victorian legal system

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

	<ul style="list-style-type: none"><li>• access to ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li></ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"><li>• evaluation of project into one or more functions, operations and jurisdictions of the Victorian legal system</li><li>• review of portfolio of research the law making processes by parliament, the courts and subordinate authorities</li><li>• evaluation of project into principles of natural justice and judicial review process</li><li>• practical exercises in etiquette and protocols/criminal procedures</li><li>• oral and written questioning</li><li>• case studies</li><li>• presentations</li><li>• role play scenarios</li><li>• testing</li></ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.</p>

## VU21910: Work within the criminal justice system

### Unit Descriptor

This unit describes the skills and knowledge required to define and apply own role within the criminal justice system and in particular the adjudicative phase

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of legal support officers engaged in roles commensurate with requirements of the investigative, adjudicative and correctional components of the criminal justice system.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |   |  |
|---|--|
| 1. Determine the purpose of the Victorian criminal justice system | 1.1 Identify and examine the purpose and functions of the Victorian <b><i>criminal justice system</i></b> and the interrelationship of its <b><i>main components</i></b><br><br>1.2 Identify and examine the <b><i>key principles</i></b> of criminal justice<br><br>1.3 Identify and investigate the impact of <b><i>contemporary issues</i></b> within the criminal justice system |
| 2. Examine the investigative component                            | 2.1 Determine the context of the <b><i>investigative component</i></b> of the criminal justice system<br><br>2.2 Identify the range of <b><i>law enforcement agencies</i></b> and examine their roles and powers of <b><i>investigation and jurisdiction</i></b>   |
| 3. Examine the adjudicative component                             | 3.1 Identify and examine the <b><i>adjudicative component</i></b> of the criminal justice system<br><br>3.2 Investigate the development and impact of <b><i>specialist and therapeutic courts</i></b> on the criminal justice system<br><br>3.3 Investigate the role and application of sentencing principles  |

4. Examine the correctional component	4.1	Identify and examine the <b>correctional component</b> of the criminal justice system
	4.2	Investigate the various punishment and rehabilitation options in custodial and non-custodial contexts
5. Review criminal justice system for application to professional practice	5.1	Outline and examine the relationship between the purpose, functions and components of the criminal justice system and current or potential job roles
	5.2	Determine and apply skills, knowledge and attitudes appropriate to job roles within criminal justice system contexts

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- research skills to identify sources of information
- analytical skills to examine:
  - the relationships between the components of the criminal justice system and potential job roles
  - the correctional component of the criminal justice system
  - the impact of specialist and therapeutic courts on the criminal justice system
- reading and comprehension skills to extrapolate information about criminal justice systems
- operational skills to apply key principles of criminal justice

### Required Knowledge

- purpose and functions of the criminal justice system
- role and function adjudicative, investigative and correctional component of the criminal justice system
- role and jurisdiction of various law enforcement agencies and their powers of investigation
- role and function of sentencing principles
- relevant Federal and State legislative requirements

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Criminal justice system*** may refer to:

- legislative powers of Australian states and territories under the federal system of government to administer criminal justice
- Victorian system of:
  - police
  - courts
  - prisons and correctional facilities
  - juvenile institutions
  - corrective services
  - treatment services
- principles of criminal justice

***Main components*** may refer to:

- investigative component
- adjudicative component
- correctional component

***Key principles*** may include:

- burden of proof in the criminal justice system
- elements of a crime, such as:
  - mens rea
  - actus reus
- right against self-incrimination
- the rule of law
- rules of natural justice
- access to justice
- right to legal representation
- presumption of innocence
- right to trial by jury

**Contemporary issues** may include:

- issues in dealing with diverse offenders, such as:
  - offenders with an intellectual disability
  - offenders with mental health issues, including dual diagnosis
  - drug and alcohol dependent offenders
  - sex-offenders
  - CALD offenders
  - Indigenous offenders
  - young offenders
  - offenders with acquired brain injury
  - offenders who are homeless
  - offenders with autism spectrum disorder
  - offenders with neurological impairment
  - cyber crime
- impact of public opinion and media on sentencing
- mandatory sentencing
- use of police as prosecutors and prosecutorial decision making
- rights of victims in the criminal justice system

**Investigative component** may include:

- identification of offences
- reporting of offences
- investigation of offences, such as:
  - interception of communications
  - fingerprints
  - DNA
  - handwriting analysis
  - search warrants
  - tracking and listening devices
- arrest of offenders
- charging of offenders
- authorisation of brief
- presentment of offenders, such as:
  - summons
  - bail
  - remand

**Law enforcement agencies** may include:

- Victoria Police
- Australian Federal Police
- Australian Border Force
- Australian Taxation Office (ATO)
- Australian Securities and Investments Commission (ASIC)
- Australian Security Intelligence Organisation (ASIO)
- National Crime Authority
- Coroners Court
- Australian Crime Commission

**Investigation and jurisdiction** may refer to:

- powers of investigation of specific law enforcement agencies, such as:
  - searching property and premises
  - surveillance
  - phone tapping
  - access to private records
  - access to workplace and personal computers and telephones
  - confiscation of property
  - detention
  - removal of person/s at risk

**Adjudicative component** may refer to:

- jurisdiction of the Children's Court in criminal matters
- jurisdiction of the Magistrates' Court in criminal matters
- jurisdiction of the County Court in criminal matters
- jurisdiction of the Supreme Court in criminal matters
- jurisdiction of the High Court in criminal matters
- appeal processes
- role and function of judicial officers, such as:
  - magistrates
  - judges
  - justices
- role and function of court officers, such as:
  - bench clerks
  - registrars
  - associates
  - prothonotaries
- role and function of legal practitioners
- prosecutorial decision making through role and function of:
  - police prosecutors
  - Director of Public Prosecutions

- Office of Public Prosecutions
- role and function of the Sentencing Advisory Council (Victoria)
- role and function of Corrections Victoria

***Specialist and therapeutic courts*** may refer to:

- specialist courts, such as:
  - Assessment and Referral Court (ARC) List
  - Enforcement Review Program (ERP) List
  - sex offences list
  - Drug Court of Victoria
  - Family Violence Court
  - Koori court
  - neighbourhood justice centre
- therapeutic court services, such as:
  - Courts Integrated Services Program (CISP)
  - Criminal Justice Diversion Program (Diversion)
  - Enforcement Review Program (ERP)
  - neighbourhood justice centre programs
  - Mental Health Court Liaison Service (MHCLS)
  - Gain Respect, Increase Personal Power (GRIPP)
- the Ropes Program
- specific and general deterrence
- adaptation to social norms
- lawful behaviour
- anger management

***Correctional component*** may refer to:

- role and function of Corrections Victoria
- behaviour altering intent
- relevant legislation, regulations and provision, such as:
  - corrections regulations
  - Corrections Act

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must provide evidence of:</p> <ul style="list-style-type: none"> <li>effectively working with relevant investigative, adjudicative and correctional agencies, to meet own current/potential job roles within the criminal justice system</li> <li>knowledge of the functions and purpose of the criminal justice system and its main components</li> <li>knowledge of relevant legislation governing investigation, law enforcement, punishment and rehabilitation within the criminal justice system</li> </ul>
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>activities are related to a Justice environment context</li> </ul> <p>Resources implications for assessment may include:</p> <ul style="list-style-type: none"> <li>access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li> </ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"> <li>evaluation of research project into the key components of the criminal justice system</li> <li>review of portfolio of research social, political and/or systemic issues that have impact within the criminal justice system</li> <li>evaluation of project in applying aspects of criminal justice system to own, or potential, job role</li> <li>oral and written questioning</li> <li>case studies</li> <li>presentations</li> <li>role play scenarios</li> <li>testing</li> </ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.</p>

## VU21911: Apply writing and presentation skills within a justice environment

### Unit Descriptor

This unit describes the skills and knowledge required to research, analyse and evaluate, document and present, information that meet organisational requirements across a range of justice environment contexts.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of legal support officers from a range of justice contexts responsible for the preparation of reports, research, analyses, briefing papers and other materials to be disseminated by oral or written means.

Practitioners may typically work with government and non-government agencies, such as: police; corrections; court; Australian Border Force; sheriff's office.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <b><i>bold italicised</i></b> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan for writing complex document/s for a justice environment context	1.1 Determine <b><i>purpose and objectives, format and specific requirements</i></b> of document/s 1.2 Determine and apply appropriate <b><i>report styles</i></b> for use in a justice environment 1.3 Identify strategies for planning and <b><i>research</i></b> in preparation for report writing 1.4 Obtain feedback on the suitability of document according to <b><i>organisational requirements</i></b>
2 Conduct research for writing complex documents for justice environments	2.1 Differentiate primary, secondary and tertiary sources of information 2.2 Examine and use appropriate sources, databases and search engines for justice research 2.3 Examine and apply relevant <b><i>referencing requirements</i></b> 2.4 Collate and determine relevant research for use in preparing justice reports

- |  |  |
|--|--|
| 3. Write complex documents in a justice environment    | 3.1 Develop document/s incorporating research conducted in designated format, to a professional standard<br>3.2 Examine and use appropriate terminology, language, including grammar and syntax, in report writing<br>3.3 Apply appropriate editing and proof-reading techniques to report writing   |
| 4. Conduct oral presentations in a justice environment | 4.1 Determine purpose and objectives, format, audience and specific requirements of presentation<br>4.2 Determine and apply appropriate <b>presentation styles</b> for use in a justice environment<br>4.3 Conduct presentation according to determined strategies, using appropriate public speaking techniques, formatting and delivery methods<br>4.4 Seek <b>feedback</b> and use it to inform future practice |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- communication skills to clarify requirements of documents, written materials and presentations
- interpersonal skills to seek assistance in determining and accessing resources
- research skills to identify sources of information
- analytical and interpretive skills to evaluate researched information
- organisational and writing skills to produce documents and present information in format and language appropriate to context requirements
- public speaking skills to present information within a wide range of justice environment contexts

### Required Knowledge

- differences between sources of information, such as: primary, secondary and tertiary
- different purposes and formats of documents and reports suitable to a range of justice environments
- justice terminology
- rules and conventions for written English, as defined by general and specialist dictionaries, books about grammar
- strategies for presenting information, both written and oral, across a range of justice environment contexts

- referencing and citation systems required to meet professional and intellectual property standards

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Purpose and objectives***  
*[of document]* may include:

- meeting reporting and document writing requirements for Justice contexts, such as:
  - police
  - correctors
  - juvenile justice
  - courts
  - Australian Border Force
  - local government
  - Sheriff's office
- descriptive reports, such as:
  - statements
  - witness corroboration
  - incident
- support documentation for formal reports, such as:
  - précis
  - executive summary
  - briefing notes incorporating:
    - terms of reference
    - submission timeframes
    - mode of delivery or dissemination, such as:
      - ~ formal presentation
      - ~ information support
      - ~ news conference or press release
- terms of reference for:
  - reporting protocols between government departments or non-government agencies
  - scope of materials to be produced, such as:
    - incident report
    - briefing for a senior officer in the organisation
    - witness statement or brief for presentation at court
    - Royal Commission
- conveying research findings
- documenting policies, procedures and processes
- influencing attitudes, opinions, beliefs

- meeting legal requirements
- meeting data, information and/or knowledge requirements of a specific audience, such as:
  - mass media
  - clients and stakeholders
  - courts
  - health agencies
  - relevant government and non-government agencies, such as correctional services

**Format [of document]**  
may include:

- essay
- formal report, such as:
  - descriptive
  - analytical
  - evaluative
  - interpretative
  - investigative
- instructions
- procedures
- speeches and presentations
- public notices
- leaflets, brochures and publications
- legal documents
- briefing papers
- design elements
- style
- structure

**Specific requirements [of document]** may include:

- compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting
- organisational policies, procedures and guidelines applying to writing documents
- appropriate terminology
- Intellectual Property considerations
- legal or traditional requirements for the particular document format
- point numbering systems
- links to existing information
- requirements for illustrations, photographs, graphs, charts, maps and other illustrative material to explain texts

- standards for referencing, footnotes, citations, acknowledgements
- writing styles, including:
  - appropriate use of plain English, legal and technical terminology
  - use of grammar, syntax and punctuation to Justice context standards
  - catering for languages other than English
- file types and sizes for online documents
- word length
- time lines and deadlines

**Report styles** may include:

- essay
- factual documentation
- populating templates
- organisational requirements

**Research** may include:

- use of primary, secondary, and/or tertiary sources (of evidence)
- individual research
- information from other organisations
- categorising of information
- sequencing of data, information and knowledge
- use of precedent documents
- online searching using techniques, such as:
  - Boolean operators
  - key words and phrases

**Organisational requirements** may include:

- anti-discrimination and related policy
- business and performance plans
- Code of Conduct/Code of Ethics
- defined resource parameters
- ethical standards
- goals, objectives, plans, systems and processes
- information protocols
- legal and organisational policies, guidelines and requirements
- management and accountability channels
- OHS policies, procedures and programs
- procedures for updating records
- quality management

	<ul style="list-style-type: none"> <li>• security and confidentiality requirements</li> <li>• reporting hierarchy</li> <li>• values</li> <li>• contractual requirements</li> <li>• timelines</li> </ul>
<b>Referencing requirements</b> may include:	<ul style="list-style-type: none"> <li>• referencing methods of:             <ul style="list-style-type: none"> <li>◦ Australian Psychological Association (APA) (<i>highly recommended</i>)</li> <li>◦ Harvard</li> <li>◦ Legal</li> <li>◦ Oxford</li> </ul> </li> <li>• in-text citation</li> <li>• bibliography</li> <li>• annotated bibliography</li> <li>• referencing page</li> </ul>
<b>Presentation styles</b> may include:	<ul style="list-style-type: none"> <li>• individual presentation</li> <li>• media conference</li> <li>• verbal presentation</li> <li>• presentation aids and materials, such as:             <ul style="list-style-type: none"> <li>◦ audio-visual aids</li> <li>◦ print-based materials</li> <li>◦ models</li> </ul> </li> </ul>
<b>Feedback</b> may refer to:	<ul style="list-style-type: none"> <li>• performance evaluation</li> <li>• outcome evaluation</li> <li>• feedback from stakeholders and peers</li> <li>• continuous improvement where future decisions are made using information gained through monitoring</li> </ul>

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- conducting research for report or document
- effectively using written skills, using industry terminology, in the development of a researched document
- effectively using oral skills to industry standard in the development of an oral presentation

	<ul style="list-style-type: none"><li>• referencing sources of information through in-text referencing according to specific citation system</li></ul>
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"><li>• activities are related to a Justice environment context</li></ul> <p>Resources implications for assessment may include:</p> <ul style="list-style-type: none"><li>• access to appropriate records, texts, vetted journals, articles, theses, newspapers, and electronic materials</li><li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li></ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"><li>• evaluation of research project into topic relevant to a specific justice environment and production and delivery of report on that research</li><li>• review of portfolio of research into purpose, sourcing of information, requisite formats and use of language for a range of documents and presentations across the justice industry</li><li>• practical exercises in referencing and in-text citation</li><li>• practical exercises in the production of simple and complex documents appropriate to purpose, objectives and standards required of a range of justice environment contexts</li><li>• observation</li><li>• oral and written questioning</li><li>• presentations</li><li>• third party reports</li><li>• role play scenarios</li><li>• testing</li></ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.</p>

## VU21912: Support the management of adult offenders within the Victorian correctional framework

### Unit Descriptor

This unit describes the skills and knowledge required to support the application of legislative and systemic processes in the management of adult offenders in the Victorian correctional framework.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers within a range of justice environments who are responsible for handling arrangements for the management of adult offenders.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <b><i>bold italicised</i></b> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review the key features of the Victorian correctional system	<p>1.1 Research <b><i>evolution of punishment</i></b> in Western society and the <b><i>correctional system</i></b> in Victoria</p> <p>1.2 Investigate and review current <b><i>management practices</i></b> of Victorian prisons including the impact of the <b><i>Unit Management</i></b> method of daily management of adult custodial offenders</p> <p>1.3 Review <b><i>legislative requirements</i></b> and <b><i>accountability measures</i></b> for the Victorian Correctional system</p>
2. Investigate key components of the Victoria correctional system	<p>2.1 Explain the role of the <b><i>Sentence Management Unit</i></b></p> <p>2.2 Examine the processes of <b><i>Bail</i></b>, Fines and Community Integration program</p> <p>2.3 Evaluate the functions and processes of <b><i>Community Corrections</i></b></p> <p>2.4 Examine the role and functions of the <b><i>Adult Parole Board</i></b></p>

- |  |  |
|--|--|
| 3. Develop professional practice strategies to support management of adult offenders | 3.1 Identify and evaluate <b>body of theory and debate</b> about <b>current practices</b> related to management and supervision of adult offenders |
|  | 3.2 Compare models and processes of other Australian and overseas jurisdictions with those of Victoria to inform approach                          |
|  | 3.3 Analyse potential benefits and pitfalls of common approaches to offender management to inform own professional practice                        |
|  | 3.4 Identify and evaluate <b>communication and assertiveness strategies</b> for efficacy   |
|  | 3.5 Seek feedback on performance from others and use it to inform future practice  |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- reading and comprehension skills to extrapolate information about Victorian corrections framework for adult offenders
- research skills to identify sources of information
- comparative analysis skills to source information about alternative adult offender management frameworks and models and evaluate for application to local practice
- communication and interpersonal skills to candidly seek feedback from others on own performance

### Required Knowledge

- general history of evolution of punishment and confinement within Western society and Victoria
- Federal, State and local legislative and regulatory requirements relevant to the Victorian correctional system
- role and functions of the components of the Victorian correctional framework
- current local and international debates and theories on management of adult offenders
- management of adult offenders frameworks and models other than those of Victoria
- duty of care requirements and compliance obligations within the Victorian correctional framework
- performance requirements within Victorian corrections framework for adult offenders
- relevant ethics and privacy policies

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Evolution of punishment***

may refer to:

- origins of confinement as a form of punishment
- contribution of prison design/architecture in development of offender management practices, such as:
  - Bentham's panopticon
  - penitentiary
  - modern campus style
- major 18<sup>th</sup> and 19<sup>th</sup> century theorists whose philosophies underpin contemporary prison reform, such as:
  - Jeremy Bentham
  - John Howard
  - Elizabeth Fry
- Quaker influences in America
- historical events and conjunctures that influenced incarceration circumstances
- changes in attitudes and approaches to discipline and control
- shifts in attitudes to punishment of offenders, such as:
  - retribution
  - mutilation
  - capital punishment
  - denunciation,
  - 'just deserts'
  - deterrence
  - humane treatment of offenders
  - rehabilitation
  - restoration

***Correctional system*** may  
include:

- relevant legislation, regulations and provision, such as:
  - corrections regulations
  - Corrections Act
- government and non-government agencies, such as:
  - Department of Justice through Corrections Victoria
  - privately-owned prisons
  - Victorian Association for the Care and Resettlement of Offenders (VACRO)
- punishment and rehabilitation options in custodial contexts, such as:
  - imprisonment

- detention and supervision of serious sex offenders
- community orders
- partially suspended sentence
- treatment offender programs
- programs for individuals and groups with special needs
- custodial structures and principles, such as:
  - Sentence Management Unit functions
  - adherence to natural justice in sentence classification
  - humane treatment of persons in custody
  - humane treatment of persons in custody with special needs, such as:
    - cognitively low functioning offenders
    - persons with physical, psychological or mental health disabilities
- punishment and rehabilitation options in non-custodial contexts, such as:
  - probation
  - community corrections
  - conditional release
  - parole
  - fines
  - community correction orders relating to payment of fines
  - community correction orders, such as:
    - supervision
    - unpaid community work
    - treatment and rehabilitation
    - curfews
    - bans on entering specified areas or places
    - bans on entering many licensed premises and bans on drinking alcohol in other licensed premises
    - bans on contacting or associating with specific people or group
    - residential restrictions or exclusions relating to the offender's accommodation

**Management practices**  
may include:

- duty of care by institutions and their staff, such as:
  - professional conduct of staff in the management of offenders
  - ethics and codes of conduct
  - legislative and regulatory requirements
- process of internal control and monitoring
- offender management systems, such as:

- risk assessment practices
- development of risk assessment tools
- use of technology
- application of programs targeted to specific offenders
- prison management systems for special needs offenders, such as
  - sex offenders
  - offenders with an intellectual disability
  - Cultural And Linguistically Diverse (CALD) offenders
  - offenders with alcohol and other drugs (AOD) issues
  - young offenders
  - other vulnerable groups
- prison disciplinary systems for offences committed whilst in custody
- use of 'corridor system' of placement to match offence to program availability

**Unit management** may include:

- small group of prisoners living and working together with consistent staff thus normalising prison experience in order to:
  - promote rapport and relationship
  - promote rehabilitation
  - promote success on integration after release

**Legislative requirements** may include:

- Sentencing Act
- Corrections Management Act
- Corrections Regulations
- Correctors Act
- Interstate Transfer Act
- Bail Act
- Evidence Act
- Mental Health Act
- Acts regulating different types of courts, such as:
  - Magistrates court
  - County court
  - specialist courts

**Accountability measures**  
may include:

- governance by Victorian Department of Justice and jurisdiction of Corrections Victoria
- accountability pathways, compliance and reporting legislation regulations for both private and public providers
- contracts
- performance monitoring
- minimum standards

**Sentence Management Unit** may include:

- offender management framework
- sentence management function
- sentence management processes, including:
  - security ratings
  - specific prisoner groups and programs
  - separation of prisoners
  - prisoners in police cells
  - transfer of prisoners, within Victoria, interstate and international
- expectation of administering natural justice in classification and categorising

**Bail** may refer to:

- forms of bail
- conditions of release on bail
- granting and refusing bail
- conditions / duties of person bailed
- appealing against bail decisions

**Community Corrections**  
may include:

- range of sentencing options which are based on the concept of a graduated restriction of personal liberty
- Community Correction Order (CCO)
- role of Community Corrections Officer in providing information, such as:
  - court advice and assessments
  - provision of parole reports
- Community Corrections Officer functional parameters in roles, such as:
  - case management
  - fine default program
  - extended supervision program
  - preparation of breach reports
- Community Corrections Officer as prosecutor

**Adult Parole Board** may  
refer to:

- legislative basis for the constitution, authority, lines of accountability and function of the Adult Parole Board (APB)
- appraisal of CCO parole reports in decision-making
- inclusion of community standards and expectations in the decision-making management of offenders eligible for parole
- discretionary powers
- processes for the preparation of Breach of Parole reports

**Body of theory and  
debates** may include:

- underpinning theories and philosophies that inform current practice
- influence of ideologies and preconceptions in criminal justice around areas such as:
  - sentencing and treatment
  - risk assessment and management
  - concepts of best practice, effectiveness and efficiency
- overseas trends in managing adult offenders
- effects of institutionalisation on staff and prisoners in custodial institutions
- relations to power within everyday work practices and institutional procedures, such as:
  - formal and informal relations between:
    - staff and adult offenders
    - NGOs and the State
    - NGOs
    - staff
    - offenders and the State
- methodologies for determining risk
- theories and debates dealing with mental health and medical issues
- theories and debates dealing with minority and disadvantaged groups and individuals
- relationship between educational and vocational training and employment for offenders
- global and international social trends that influence management and sentencing of offenders
- debates on the impact of society's changing tolerances to crime, such as:
  - opinions on punishment on sentencing and restorative treatments

- progressive/retrogressive law reform as a result of public opinion and pressure
  - media role in stimulating production of community attitudes
  - stereotyping
  - theories on causation of crime
- Current practices** may include:
- institutional procedures and protocols, such as:
    - formal and informal relations between staff
    - formal and informal relations between staff and adult offenders
    - formal and informal roles of both individual and group
    - formal and informal organisational cultural norms, beliefs and practices
  - everyday practices, such as:
    - problem-solving
    - organisational procedures
    - interpersonal communication (verbal and written)
    - formal and informal planning and evaluation processes
- Communication and assertiveness strategies** may include:
- clarity of oral and written meaning
  - culturally inclusive and appropriate use of language and concepts
  - terminology specific to applied practices
  - culturally sensitive engagement techniques
  - clear and concrete presentations of options
  - verbal or non-verbal language
  - accurately interpreting non-verbal and verbal messages
  - questioning to clarify and confirm understanding
  - active problem solving
  - team systems
  - seeking feedback
  - giving feedback
  - electronic communication protocols for sharing information
  - strategic planning
  - effective time management

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must provide evidence of:</p> <ul style="list-style-type: none"> <li>• developing and practising strategies to support the management of adult offenders in the Victorian correctional system</li> <li>• knowledge of evolution of theories and practices in correctional systems that inform contemporary practice and process</li> <li>• knowledge of relevant legislation and regulatory requirements</li> <li>• knowledge of the functions and purpose of the main components of the Victorian correctional framework</li> </ul>
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• activities are related to a Justice environment context</li> </ul> <p>Resources implications for assessment may include:</p> <ul style="list-style-type: none"> <li>• access to relevant Federal, State and local legislative and regulatory requirements relevant to the Victorian correctional system</li> <li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li> </ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"> <li>• review of portfolio of research into the development of contemporary approaches and practices to corrections and debates around the underpinning theories and philosophies</li> <li>• evaluation of research project into the key components of the Victorian correctional framework</li> <li>• evaluation of project in developing and applying professional practice to own, or potential, job role related to supporting management of adult offenders within the Victoria correctional framework</li> <li>• oral and written questioning</li> <li>• case studies</li> <li>• presentations</li> <li>• role play scenarios</li> <li>• essays</li> <li>• third party reports</li> <li>• testing</li> </ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.</p>

## VU21913: Uphold and support the ethics and values of working within a justice environment

### Unit Descriptor

This unit describes the skills and knowledge required to support the ethics and values of the justice system.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability in a justice environment.

### ELEMENTS

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

- |  |   |
|--|---|
| 1. Identify ethical values and principles appropriate to a justice environment | 1.1 Identify the development of <b><i>ethical values and principles</i></b><br>1.2 Examine the difference between the ethics/values of the justice sector and personal beliefs/values<br>1.3 Identify and discuss unethical conduct and strategies to manage them<br>1.4 Research relevant <b><i>legislation and Codes of Conduct</i></b><br>1.5 Identify <b><i>relevant officer or organisations</i></b> to report <b><i>unethical behaviour</i></b> |
| 2. Participate in ethical decision making                                      | 2.1 Identify real and potential <b><i>ethical problems</i></b> and use decision making processes to resolve or refer<br>2.2 Explain natural justice, diversity and procedural fairness procedures<br>2.3 Discuss ethical problem solving processes with colleagues<br>2.4 Determine unethical conduct reporting processes<br>2.5 Determine unethical conduct prevention strategies  |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required skills

- interpretive skills to access legislation and codes of ethics
- analytical skills to apply objective and impartial evaluation to ethical problems
- interpersonal skills to:
  - work with others to use participative ethical decision making/problem solving
  - liaise with a wide range of people and respond to diversity

### Required knowledge

- professional standards and ethics as opposed to personal beliefs/value systems
- fundamental ethical principles such as justice, respect for persons and responsible care
- natural justice/procedural fairness
- equal employment opportunity, equity and diversity principles
- ethical decision making/problem solving models
- procedures and protocols for reporting unethical conduct

## RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

### ***Ethical values and principles*** may include:

- identification of ethical principles and code of conduct specific to justice environments
- fundamental ethical principles specific to justice environments, such as:
  - ethical formalism
  - utilitarianism
  - relativity, such as:
    - objective person test
    - subjective person test
    - acceptance of other cultures
  - conflict of interest
  - natural law/procedural fairness
  - duty of care, such as:
    - ethical and legal responsibility of lawyers
    - ethical and legal responsibility of justice workers
  - ‘whistle-blowing’
  - egoism
- respect for the law

- integrity
- objectivity
- accountability
- honesty
- openness
- responsibility
- impartiality
- diligence
- trustworthiness
- confidentiality
- respect for persons
- responsible care
- probity
- natural justice/procedural fairness, that is:
  - the right to be heard/put your case
  - the right to be informed of a complaint or case against you
  - the right to know reasons for decisions affecting you
  - the right to know the outcomes/recommendations of an investigation involving you
  - the right to privacy
  - the right to representation
  - the right to silence
  - the decision maker should not be a judge in his/her own cause

***Legislation and Codes of Conduct*** may include:

- legislation for the justice sector
- freedom of information (FOI)
- equal opportunity legislation
- anti-discrimination legislation
- privacy legislation
- equal employment opportunity and anti-discrimination law
- Ministerial directions
- State/Territory/Commonwealth codes of ethics
- organisational codes for conduct/ethics
- organisational mission and values statements
- organisational policy, procedures/guidelines
- government policy
- professional codes of ethics and conduct
- equity guidelines, organisational workplace diversity guidelines

**Relevant officer or organisations** may include:

- line management
- human resources
- workplace relations officer
- grievance officer
- chief executive officer
- organisational ethics committee
- internal grievance mechanisms
- IBAC
- public service commissioner
- confidant programs (whistleblower protection programs)
- organisational professional reporting procedures
- unions and professional bodies
- ombudsman

**Unethical behaviour** may include:

- inappropriate use of social networking platforms
- fraud, corruption, maladministration and waste
- unauthorised access to and/or use of information, money/finances, vehicles, equipment, resources, time
- improper actions during contractual processes, such as:
  - release of intellectual property
  - infringing copyright
  - release of tender information
  - inappropriate disclosure during tender process
- improper public comment on matters relating to the government and/or the organisation
- falsifying records
- giving false testimonials
- dishonesty
- improper use of plant and equipment, credit cards, frequent flyer points, telephones, email and Internet
- extravagant or wasteful practices
- personal favours
- preferential treatment
- putting barriers in place, hindering, blocking action
- compromising behaviour including sexual harassment
- lack of confidentiality
- directing others to act unethically
- oppressive/coercive management decisions
- resorting to illegality to obtain evidence

**Ethical problems** may include:

- conflict between justice system standards and personal values
- conflict between justice system standards and other standards such as professional standards
- tension between two 'rights' - for example, the right to privacy versus the right to freedom of information
- conflict regarding issues of personal and organisational intellectual property

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- demonstrating ethical decision making techniques that can be applied to the justice system
- knowledge of strategies to manage unethical behaviour
- knowledge of relevant legislation and regulatory requirements
- knowledge of referral and prevention strategies of unethical behaviour

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

- access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:

- review of portfolio of research into the development of contemporary approaches and practices relating to ethics and values within a justice system
- evaluation of research project into the key ethical components of the Victorian justice system
- oral and written questioning
- case studies
- presentations
- role play scenarios
- essays
- third party reports
- testing

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.

## VU21914: Apply criminal law within justice environments

### Unit Descriptor

This unit describes the skills and knowledge required to apply aspects of criminal law within a range of justice settings.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers engaged in dealing with aspects of criminal law and the breaching of legislative requirements. Typically practitioners require a comprehensive knowledge of the relevant aspects of criminal offences, the elements of relevant offences, and the defences to crime in order to appropriately address issues when dealing with various criminal activities

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |  |     |  |
|--|-----|--|
| 1. Examine the concept of crime              | 1.1 | Assess the <b><i>concept of crime</i></b>  |
|  | 1.2 | Examine and evaluate <b><i>elements of crime</i></b> and the <b><i>factors</i></b> affecting those elements  |
|  | 1.3 | Identify and evaluate <b><i>strict liability</i></b> offences and the <b><i>relevant case law</i></b> applicable to those offences for application to practice |
| 2. Investigate elements of criminal offences | 2.1 | Investigate elements of criminal offences and the factors affecting them   |
|  | 2.2 | Examine <b><i>offences against the person in relation to the current Victorian Crimes Act</i></b>  |
|  | 2.3 | Examine <b><i>offences against property</i></b> in relation to the <b><i>current Victorian Crimes Act</i></b>  |
|  | 2.5 | Examine <b><i>drug related offences</i></b> in relation to the <b><i>current Victorian and federal legislation</i></b>   |
|  | 2.6 | Examine <b><i>road safety offences</i></b> in relation to the <b><i>current Victorian legislation</i></b>  |
|  | 2.7 | Investigate laws relating to <b><i>emerging crimes</i></b>   |

	2.8	Analyse and evaluate <b><i>culpability</i></b> of person involved in a crime
3. Investigate defences to crime	3.1	Analyse and evaluate <b><i>general defences</i></b> to crime and apply practice in justice environment/s
	3.2	Delineate differences between <b><i>rebuttable and irrebuttable presumptions</i></b>

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- research and analytical skills to identify, interpret and apply case law, criminal law, legislation and supporting statistics, policy and procedures
- reading and comprehension skills to extrapolate information about the criminal law
- problem-solving and analytical skills to appropriately apply statute, common law principles and judicial requirements

### Required Knowledge

- roles, responsibilities and functions of parties dealing with criminal offences
- relevant federal, state and local legislative and regulatory requirements including rules and admissibility of evidence, as well as contemporary reforms and amendments
- role and jurisdiction of various law enforcement agencies and their powers to investigate crime
- evidentiary requirements and current issues arising within the criminal law
- different types of criminal activities and their elements
- criminal law, policies and procedures to a variety of justice issues
- compliance obligations and due process within the criminal justice system
- ethics, policies and privacy rules relevant to working with all parties involved in proceedings

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Concept of crime*** may refer to:

- working definition of crime
- purpose of criminal law
- sources of criminal law
- aim, such as:
  - retribution
  - just deserts
  - deterrence
  - rehabilitation
  - restorative justice
- subject to criminal law, such as:
  - children and doctrine of doli incapax
  - those exempt by law
- classification of offences, such as:
  - summary offences
  - indictable offences
  - indictable offences triable summarily
  - mode of hearing/trial
- types of crime including, such as:
  - property crime
  - crimes against society
  - crimes against individual
  - crimes of violence
  - crimes without victims
  - cyber crime
- strict and absolute liability offences
- relationship between statute law and common law

**Elements of crime** may refer to:

- elements of an offence, such as:
  - mensrea – mental or fault elements, including:
    - intention
    - recklessness
    - knowledge
    - negligence
    - vicious/malicious will
  - actus reus – external or physical elements, including:
    - conduct
    - omission
    - circumstances
    - consequences

**Factors** may include:

- capacity to commit crime
- voluntary conduct
- subjective and objective test/standard
- defences to offences
- rights, privileges and immunity
- rules and admissibility of evidence
- legal duty to act
- criminal responsibility, such as:
  - children
  - mentally impaired person
- burden of proof and standard of proof capacity to commit crime
- voluntary conduct
- subjective and objective test/standard
- defences to offences
- rights, privileges and immunity
- rules and admissibility of evidence
- legal duty to act

**Strict liability** may include:

- proof beyond reasonable doubt of prohibited act
- common law presumption of subjective fault element
- defence of honest and reasonable mistake of fact
- intention of parliament
- strict liability versus absolute liability

**Relevant case law** may include:

- precedents through:
  - He Kaw The v R (1985) 157 CLR 523
  - Jiminez v R (1992) 173 CLR 572
  - Proudman v Dayman (1941) 67 CLR 536; (1944) ALR 64

**Offences against the person** may include:

- assault:
  - physical harm
  - fear/apprehension
  - common assault
  - elements of unlawfulness
  - consent or lack of consent
  - intention and recklessness
  - aggravated assaults, that may include:
    - proof of assault
    - on females
    - in company with others
    - doctrine of common purpose
    - offensive weapons or instruments
    - circumstances of aggravation
  - intention
  - performed in a particular way
  - committed on particular class of person (police/volunteers/paramedics/spouses/domestic partners)
  - serious assaults involving:
    - circumstances and results
    - intention
    - inflicting of harm intentionally/recklessly
  - threat to inflict a type of harm
  - proof of 'injury'
  - endangerment
  - culpable driving
- sexual offences, including:
  - definitions under section 35 Crimes Act 1958 (Vic), such as:
    - domestic partner and defacto spouse
    - sexual penetration
    - meaning of Consent
  - jury directions and guiding principles
  - indecent assault
  - elements of indecency

- rape including rape in marriage
- victim not conscious
- use of force
- corroboration
- sexual offences with person under 16 years/over 16 years
- belief in certain factors relating to consent
- offences relating to child pornography
- knowledge
- sodomy/bestiality
- Victorian law definition of incest
- street prostitution
- forcing person into /remain in prostitution
- living off earnings of prostitution
- abduction for purpose of sexual offences
- admissibility of evidence
- family violence including:
  - related aspects of Family Violence Protection Act 2008 such as:
    - preamble to the act
    - definitions
    - meaning of:
      - family violence
      - economic abuse
      - emotional or psychological abuse
      - family member
      - relevant orders
  - police protection before court and powers
  - Family Violence Safety Notice, including against stalker/s
  - contravention of Family Violence Safety Notice
  - defence to contravention
  - various forms of intervention
  - court jurisdiction, processes and procedures
  - contravention of Family Violence Intervention Orders
  - powers of police
  - appeals
- stalking, including:
  - definition of 'mental harm'
  - course of conduct, such as:
    - following the victim

- unwarranted contact
- false communication
- cyber stalking
- loitering near victim
- interference with property
- threats – all types
- cause of physical/mental harm
- creation of fear
- elements of offence
- defence as to conduct

***Offences against property*** may include:

- burglary
- larceny
- motor vehicle
- arson
- shoplifting
- vandalism
- theft
- relevant sections of the Crimes Act 1958 including:
  - intangible property, intellectual property, things in action
  - definition of property, including receiving property, such as:
    - under obligation
    - 'for value' and 'in good faith'
    - by mistake
    - innocently
  - dishonesty, including:
    - definition of dishonesty
    - belief in legal claim of right, other's consent, unknown owner
    - willingness to pay
  - concept of appropriation and belonging to another, including:
    - rights of the owner
    - hierarchy of ownership
  - intention to permanently deprive owner or dispose of property
  - defence, such as:
    - belief in claim of right, others consent, unknown owner
    - abandonment
- consent

***Drug related offences*** may include:

- definition of drugs/trafficking/possession/use
- elements of proof

- quantity
- self-use
- bail condition
- actual possession
- knowledge

**Road safety offences** may include:

- road safety law, such as:
  - culpable driving
  - under the influence of alcohol/drugs
  - reckless/negligent
  - hoon driving
  - dangerous driving
  - standard of care
  - unjustifiable risks
- road safety regulations, such as:
  - obedience to
    - signs
    - signals
    - posted speed limits
- roadworthiness of vehicle

**Emerging crimes** may include:

- cyber crime
- terrorist related crime
- identity fraud
- technology theft
- environmental threats
- money laundering
- intellectual property crime
- mass shooting

**Culpability** may refer to:

- elements of proof

**General defences** may include:

- doctrine of common purpose
- burden of proof
- principle offender
- scope of the offence
- aiding, abetting, counselling or procuring
- infancy
- automatism
- wilful blindness
- honest and reasonable mistake of facts
- intoxication - drugs/alcohol
- mental impairment
- self-defence (Zecevic v DPP [1987] CLR 661)
- provocation
- ignorance of the law
- duress
- accident/misadventure
- superior orders
- consent
- execution of the law
- necessity
- defence to assault, including:
  - consent
  - amicable contest/accident/misadventure
  - execution of the law such
    - legal use of force
    - force during arrest
    - force to prevent suicide
  - self defence
- defence to rape may include:
  - general defences
  - statutory defences, such as:
    - age of person
    - consent
- belief in marital status to victim

**Rebuttable and irrebuttable presumptions** may include:

- what is a presumption
- presumptions under statute law
- presumptions at common law
- effects on legal process

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- effective application of judicial policies, procedures and processes to meet job role requirements within justice environment/s
- knowledge and effective application of relevant aspects of criminal law and Victorian legislation governing evidence required to prove offences and satisfy judicial requirements
- knowledge of relevant Federal, State and local legislative, regulatory and statutory requirements and provisions, including rules and admissibility of evidence

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

- access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation
- access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:

- evaluation of project in elements and defences of crimes against person, property, road safety and drug use
- evaluation of research project into role of precedent / case law
- review of portfolio of research into crime and associated judicial processes and procedures
- review of a persuasive report/presentation/debate on strict liability versus absolute liability
- practical exercises
- case studies

- role play scenarios
- observation
- oral and written questioning
- presentations
- third party reports
- testing

Guidance information for assessment      Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.

## VU21915: Work with family violence contexts within justice environments

### Unit Descriptor

This unit describes the skills and knowledge required to recognise and respond to family and domestic violence contexts and to follow organisational requirements to report and refer those involved to appropriate personnel and help agencies.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers within a range of justice environments who are responsible for handling initial and on-going arrangements for victims, clients and professionals involved in family and domestic violence contexts.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <b><i>bold italicised</i></b> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify the legislative framework for the family violence context	<p>1.1 Identify current <b><i>Victorian legislation</i></b> relevant to family violence</p> <p>1.2 Examine family violence intervention orders and family violence safety notices in relation to the current Victorian legislation</p> <p>1.3 Examine breaches of family violence intervention orders and family violence safety notices in relation to the current Victorian legislation</p> <p>1.4 Explore roles and functions of police in family violence matters</p> <p>1.5 Explore the roles and functions of the judiciary and other parties involved in family violence matters</p>
2. Review theoretical perspectives on family violence	<p>2.1 Examine historical <b><i>approaches</i></b> and <b><i>theories on family violence</i></b></p> <p>2.2 Examine current gendered approaches to theories of family violence</p> <p>2.3 Delineate and debate <b><i>ideologies</i></b> underpinning common family violence concepts, research and practices</p> <p>2.4 Analyse concepts of culture, <b><i>diversity</i></b> and <b><i>complexity</i></b> of clients' experiences</p>

- |    |   |   |
|----|---|---|
|    | 2.5   | Identify and discuss own attitudes and values and their possible influence on own work  |
| 3. | Develop strategies for working in family violence contexts within a justice environment | 3.1 Delineate functions and roles of <b>organisations</b> and <b>support programs</b> relevant to the family violence sector<br>3.2 Identify and practise <b>strategies</b> for recognising and responding to family violence contexts<br>3.3 Identify and practise <b>reporting and referring procedures</b> in consultation with <b>relevant people</b><br>3.4 Identify efficacy of strategies, including <b>self-care approaches</b> |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- communication skills to articulate and share theoretical concepts and critical approaches to family violence contexts with stakeholders and colleagues and family violence practitioners
- problem-solving skills to manage risk and contingencies
- writing and comprehension skills to obtain information from, and interpret documents
- time management skills to prioritise presenting issues and risks
- self-management skills to develop and practice self-care strategies
- communication and analytical skills to deal with parties in crisis

### Required Knowledge

- legislative requirements and provisions relevant to family violence sector
- family violence as a gendered crime
- relevant social theory and its application to the family violence within the justice environment
- relevant professional support organisations, individuals and practitioners within the family violence sector
- relevant ethics and privacy policies
- key concepts of, and approaches to self-care
- general risk management planning and practices
- safe work practices

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Victoria legislation*** may include:

- Victoria Police policies
- Family Violence Protection Acts
- civil jurisdiction
- criminal jurisdiction
- Protection orders
- Intervention orders
- procedures for Intervention Orders
- procedures for Safety Notices
- breaches of orders
- Specialist Courts and programs
- Criminal Law definitions of violence, such as:
  - physical harm
  - psychological harm
  - stalking

***Approaches*** may include:

- practices or policies on:
  - risk management
  - service provision
  - case management
  - safety planning
  - referral
  - reporting
  - privacy, ethics and codes of practice
  - organisational approaches to best practice
- formal and informal decision making processes
- formal and informal policies
- accountability mechanisms
- organisational procedures
- mechanisms that ensure family violence response is co-ordinated and appropriate action and support is provided and monitored
- required resources, such as:
  - human resources, such as:
    - internal personnel
    - external personnel
    - expert assistance

- physical
- budgetary
- relevant professional development
- tools and resources that support rich and deep thinking about issues of family violence, such as:
  - access to research
  - alternative organisational models, processes and dynamics
  - action learning with peers and colleagues

***Theories on family violence*** may include:

- definitions of family violence, such as:
  - gender based crime
  - behaviour by a person that causes a child to hear or witness or be exposed to family violence
- definitions of family violence client, such as:
  - those experiencing entrapment and coercive control perpetrated by a male intimate partner or former partner
  - those experiencing violence or coercive control perpetrated by:
    - child to parent
    - carer to person with disability
    - same sex partners
  - one family member dominating or controlling another family member
  - witnesses of family violence
- types of family violence
- impact of family violence on victims, such as:
  - children witnessing family violence considered as experiencing child abuse
  - cycles of coercions, power and control by perpetrators on victims
  - personal, social and structural barriers for victims
  - specialised groups targeted in family and domestic violence
- factors associated with social, cultural and economic background and their impact on family violence
- historical trends in family violence responses
- strands of feminist thinking and analysis about family violence
- current theoretical, political, economic, cultural, social, and technological developments extrapolated from global to local contexts

**Ideologies** may refer to:

- myths about family violence
- range of hegemonic ideas and assumptions encompassed in common approaches including:
  - best practice
  - effectiveness and efficiency
  - evidence based practice
  - social inclusion
  - risk management
  - attachment models

**Diversity** may include:

- social structural causes and influence on personal problems, such as:
  - social and economic class
  - gender institutions
  - race
  - disability
- material conditions
- dominant framing of normalcy and deviance
- ideological restrictions
- lack of power or opportunity
- experience of oppression
- awareness of limitations of the *authority of experience*
- application of critical theory to *diversity discourse*
- feminist postmodern ambivalence to identity politics

**Complexity** may refer to:

- understanding singular issues and interplay between issues, such as:
  - mental health
  - housing
  - living skills
  - legal
  - medical
  - rural
  - regional
  - Indigenous
  - migrant/Cultural and Linguistically Diverse (CALD)
  - age
  - disability
  - Lesbian, Gay, Bisexual, Transgender, Intersex (LGBTI)

**Organisations** may include:

- government bureaucracies, such as:
  - local government officers or elected officials
  - State government departments or Members of Parliament
  - Federal government departments or Members of Parliament
- Non-Government Organisations (NGOs)
- Quasi Non-Government Organisations (QANGOs)
- not-for-profit agencies
- for-profit corporate sector
- professional sector networks

**Support programs** may include:

- work unit within a supra-organisation
- psychological services and professional listings
- Children's Court clinic
- family violence services
- women's legal services
- specialist court programs

**Strategies** may include:

- organisational processes, procedures and protocols
- indicators of family violence
- methods for identification of client needs
- appropriate responses to disclosure of violence by women and children
- assessment tools, such as:
  - interview guidelines
  - protocols
  - negotiation regarding practicalities of context
- support strategies
- communication strategies:
  - setting of boundaries
  - facilitating discussion
  - developing rapport with children
  - awareness of impact of own beliefs and attitudes on response
  - awareness of influence of woman's fear and powerlessness
- management of immediate and on-going risks
- safety procedures and issues relevant to context
- law enforcement

**Reporting and referring procedures** may refer to:

- legal requirements
- organisational reporting systems
- record keeping
- privacy provisions
- suitability of destination recording procedures
- law enforcement requirements
- family violence support services, organisations and programs

**Relevant people** may include:

- staff
- colleagues
- clients
- management
- community representatives
- experts
- advisors
- sector professionals
- consultants
- health and help agencies
- feminist-informed women's services and advocacy agencies
- Indigenous organisations
- Cultural And Linguistically Diverse (CALD) organisations
- Lesbian, Gay, Bisexual, Transgender Intersex (LGBTI) organisations
- disability rights agencies
- community legal centres
- regulators
- key bureaucrats and politicians

**Self-care approaches** may include:

- self-care approaches that consider structural and institutional constraints
- recognition of contradictory and fragmented concepts of self

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must provide evidence of:</p> <ul style="list-style-type: none"> <li>• developing, practising and reviewing strategies, including application of legal requirements and effective responses, for managing family violence contexts</li> <li>• knowledge of relevant legislation, provisions and regulatory requirements</li> <li>• knowledge of theories about family violence that inform contemporary practice and process</li> </ul>
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• activities are related to a Justice environment context</li> </ul> <p>Resources implications for assessment may include:</p> <ul style="list-style-type: none"> <li>• access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation</li> <li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li> </ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"> <li>• evaluation of research project into theories and debates on cause and effect of family violence</li> <li>• evaluation of research project into theories and debates on response strategies to family violence within Victorian criminal justice environment</li> <li>• review of portfolio of research into the legislative framework for family violence in Victoria</li> <li>• evaluation of project in developing and applying strategies for managing family violence contexts in own, or potential, job role</li> <li>• oral and written questioning</li> <li>• case studies</li> <li>• presentations</li> <li>• role play scenarios</li> <li>• third party reports</li> <li>• testing</li> </ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.</p>

## VU21916: Work with culturally diverse clients within justice environments

### Unit Descriptor

This unit describes the skills and knowledge required to develop effective strategies for working with culturally diverse clients in a justice environment. It covers researching effects of diversity and developing strategies to foster culturally inclusive practices within justice environments.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers within a range of justice environments who, in the course of their duties, work with and support people from culturally diverse backgrounds.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <b><i>bold italicised</i></b> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review concepts of culture and of cultural diversity	1.1 Examine concepts of <b><i>culture and cultural identity</i></b> 1.2 Examine <b><i>processes that originate, maintain and reinforce cultural identity</i></b> 1.3 Research and debate the development of <b><i>Australian cultural identity</i></b> 1.4 Investigate ways in which cultural differences can create <b><i>tensions</i></b> between individuals and groups 1.5 Examine ways in which individuals, groups, society and institutions may contribute to <b><i>cultural prejudice</i></b> and discrimination in Australia
2. Research the historical and contemporary contexts of structure and culture in Australian society	2.1 Examine historical and contemporary structural inequalities affecting <b><i>Aborigines and Torres Strait Islanders</i></b> in Australian society 2.2 Examine historical and contemporary contexts of <b><i>immigration</i></b> policies 2.3 Examine historical and contemporary inequalities and experiences in relation to migrants 2.4 Examine historical and contemporary inequalities and experiences in relation to <b><i>sub-groups</i></b>

- |  |   |
|--|---|
| 3. Develop strategies for culturally inclusive practice in a justice environment | 3.1 Identify <b>legal and justice issues</b> relevant to cultural groups  |
|  | 3.2 <b>Research theories</b> relevant to culturally inclusive practice to inform own practice   |
|  | 3.3 Develop strategies to support culturally inclusive practice   |
|  | 3.4 Evaluate cultural awareness, competence and cultural safety against own practice and <b>organisational requirements</b> in justice contexts |
|  | 3.4 Identify and evaluate <b>legislation</b> that protects rights and effective approaches to diversity   |
|  | 3.6 Identify legal and cultural issues relating to radicalisation   |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- research skills to trace and evaluate the development of cultural identity and difference within Australian society and, in corollary, the Australian legal and justice system
- analytical skills to determine major issues and strategies relevant to developing inclusive practice within justice environments
- communication skills to work effectively with culturally diverse clients, colleagues and other stakeholders
- reflective practice to develop strategies for culturally aware and respectful behaviour

### Required Knowledge

- relevant legislative requirements and regulations
- relevant social theories and their application to cultural diversity within justice environments
- current local and international theories and models for working with culturally diverse clients
- general strategy planning and risk management informed by cultural inclusivity principles and practices
- relevant professional support organisations and individuals for culturally diverse clients within justice contexts
- relevant ethics and privacy policies
- risk management strategies

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the elements and performance criteria is detailed below.

***Culture and cultural identity*** may include:

- differences between individualist and collectivist societies
- society
- collective way of life
- customs
- traditions
- heritage
- habits
- mores
- likes and dislikes
- pervasive values about:
  - age
  - gender
  - ability
  - sexuality
  - family structures
  - religion
  - work
  - leisure
  - arts and entertainment
  - morals
- sub-cultures within a culture that still remain recognisable as part of the dominant culture

***Processes that originate, maintain and reinforce cultural identity*** may include:

- hegemony
- cultural production through social institutions, such as:
  - media, including:
    - journalism
    - cinema and television
    - story-telling
    - arts and entertainment
  - schools
  - family
  - architecture and town planning
- language
- beliefs, confirmed by experience, about human nature
- shared history

- lifestyle response to climate, geography and natural resources
- physiological evolution in response to climate, geography and natural resources
- development of accent and common language
- notions seeing particular ways of life as either:
  - intrinsic
  - instinctual
  - innate
  - natural
  - ingrained
  - deep-seated / deep-rooted

***Australian cultural identity*** may include:

- colonial origins as extension of Britain
- critical periods in Australian history that have shaped character and culture, such as:
  - origins of European settlement
  - convict and free settler migration
  - gold rush migration
  - depression
  - 20<sup>th</sup> century immigration
  - 20<sup>th</sup> century conflicts and war
- attitudes to First Peoples of Australia
- history of ethnically-based restrictions
- post-federation policies and legislations designed to create a Australian mono-culture (1901 – 1947)
- Impact and influence of post-World War II increase in European immigration
- implications of notions of a 'typical Australian', including mateship, on past and present identity
- implications of notions of what is 'un-Australian'
- implications on national psyche of debates around 'cultural cringe'
- changing relationship with Britain as 'mother country'
- impact of globalisation

***Tensions*** may include:

- individual incapacity around cultural difference
- individual prejudice towards cultural difference
- ethnocentricity
- prejudice
- fear

- discrimination
- negative stereotypes, attitudes, and behaviours
- homophobia
- xenophobia

***Cultural prejudice*** may include:

- structural inequalities in the social, economic, health and legal contexts that disadvantage diverse sub-groups, based on:
  - being Aboriginal
  - Lesbian, Gay, Bisexual, Transgender Intersex (LGBTI)
  - sexuality
  - migrant background
  - age
  - youth
  - ability
  - social and economic class
- repressive tolerance
- resistance to change
- fear of unknown
- patriotism
- nationalism

***Aborigines and Torres Strait Islanders*** may include:

- impact of European invasion on First Peoples of Australia
- impact of colonisation on first peoples
- dispossession
- history of governmental and colonial racism
- disenfranchisement
- government protectionist policies 1788 to 1950s
- state control
- stolen generations:
  - motivations and causes
  - implementation
  - outcomes
- assimilation theories and practices and their impact
- marginalisation and disadvantage in health, housing, employment and access to resources
- significant legislation and policy relating to issues, such as:
  - citizenship and suffrage
  - land rights:
    - Mabo

– Wik

- ways in which personal, cultural, institutional and structural prejudice affect justice system outcomes for Aborigine and Torres Strait Islander people
- past and present legislative framework and precedents that reveal racism-based disadvantage for Aborigine and Torres Strait Islanders
- access to law and justice
- significance of major inquiries into the experiences of Aborigine and Torres Strait Islanders in relation to Australian justice system, such as:
  - Royal Commission in Aboriginal Deaths in Custody (Muirhead)
- opposition to land rights and rehabilitation programs
- Federal government Emergency Intervention in the Northern Territory
- mandatory sentencing
- reconciliation measures and provisions and their impact

**Immigration** may include:

- impact of White Australia policy and post-federation policies and legislation designed to create an Australian mono-culture
- reasons for intensive immigration programs post-World War II
- effects of post-World War II intensive increase in migrant population on Australian society
- past and present legislative framework and precedents that reveal racism-based disadvantage for migrants
- experiences of migrants, such as:
  - culture shock
  - settlement and integration
  - learning and using English
  - adapting to Australian social norms, customs, values, structures and practices
- problems and barriers faced by migrants in accessing services, such as:
  - education
  - housing
  - legal system
  - language services
  - qualification recognition
- assimilation theories and practices and their impact
- lip-service to multiculturalism

- relevant Federal, State and local governmental legislation, regulations and provisions, such as:
  - international treaties and conventions
  - dedicated departments and portfolios
  - citizenship
  - racial vilification laws
  - human rights

***Sub-groups*** may include:

- Lesbian, Gay, Bisexual, Transgender Intersex (LGBTI)
- elderly
- young people
- people with disability
- past and present cohorts that have experienced structural inequalities in the social, economic, health and legal contexts
- past and present cohorts that have been disadvantaged by legislative framework and precedents
- those affected by the legal contexts of homosexuality
- those affected by the legal contexts of marriage, families and relationships
- marginalised and disadvantaged cohorts, including affected by the following disadvantages:
  - poor health
  - housing issues
  - unemployment and underemployment
  - access to resources
- people affected by negative stereotype attitudes and behaviours, such as:
  - homophobia
  - ageism
  - incapacity around physical and intellectual disability
- community efforts towards inclusion of sub-groups into mainstream culture
- Federal, State and local governmental legislation, regulations and provisions relevant to sub-groups and their inclusion

***Legal and justice issues***

may include:

- social justice
- crime statistics for different groups
- over-representation of cultural groups in custody
- efforts to link certain crimes to ethnic groups
- interpretation of racial vilification legislation
- issues around migrants and Aborigine and Torres Strait Islanders in community justice contexts

- effects of cultural, political and economic globalisation on Australian society
- security
- impact and responses to *International War on Terror*, such as:
  - changes to:
    - criminal law
    - powers of arrest
    - powers of detention
    - alleged offenders rights
  - fear-based individual, social and structural responses and attitudes
- approaches to asylum seekers
- causes and drivers of radicalisation / violent extremism, such as:
  - divisions, such as:
    - lack of integration
    - ghettoisation
    - polarisation
    - internal community divides
    - identity crises
    - isolation
    - weak community leadership/infrastructure
  - grievances, such as:
    - under-employment
    - poor education
    - political /democratic disenfranchisement
    - discrimination
    - foreign policy and international conflicts/disputes
  - narratives, such as:
    - ideological justifications
    - faith
    - political movements
  - means, such as:
    - socialisation, self-identification and indoctrination
    - social/family/criminal networks
    - vulnerable, risky institutions and places
    - vulnerable individuals
    - charismatic individuals

**Research theories** may include:

- debates on cultural production and the development of ingrained sense of superiority by some over others
- political and community opposition to multiculturalism
- responses to security requirements
- debates on the necessity and importance of recognising, respecting and working with difference

**Organisational requirements** may include:

- definitions of social justice, such as:
  - all citizens being entitled to the same rights and services as each other
- definitions of culture and cultural inclusion
- types of cultural groups
- major inquiries and recommendations into experiences of Aborigine and Torres Strait Islanders of the Australian justice system
- historical trends in responses to culturally diverse clients
- current theoretical, political, economic, cultural, social, and technological developments extrapolated from global to local contexts
- counter-radicalisation strategies and means, such as:
  - holistic framework of social, political, legal, educational and economic programs designed to deter radicalised behaviour
- models and methods for working with culturally diverse clients in justice environments and contexts
- intercultural communication techniques
- cultural competence
- vision and mission
- purpose and values
- business planning, policies, procedures and processes
- approaches to:
  - service provision
  - risk management
  - referral
  - reporting
  - privacy
  - professional development
- resource requirements and financial considerations
- legal and ethical requirements and codes of practice
- quality standards and continuous improvement processes
- OHS policies, procedures and programs
- customer / client satisfaction
- mechanisms that ensure responses to working with culturally diverse clients is co-ordinated and appropriate action and support is provided and monitored
- tools and resources that support rich and deep thinking about issues of cultural inclusion, such as:
  - access to research
  - alternative organisational models, processes and dynamics
  - action learning with peers and colleagues

- Legislation** may include:
- laws specific to:
    - security
    - asylum seekers
    - illegal migration
    - relationships
    - immigration
    - racial vilification
    - citizenship
    - land rights
    - intervention

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- developing, practising and reviewing culturally aware, respectful and competent strategies for working with a range of clients from culturally diverse backgrounds
- knowledge of relevant legislation, provisions and regulatory requirements that relate to cultural diversity
- knowledge of theories, and models about cultural diversity inclusion and radicalisation that inform contemporary practice and process

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

- access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation
- access to adhere to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:

- evaluation of research project into theories and debates on cause and effect of prejudice and discrimination

- evaluation of research project into theories and debates on response strategies to people from culturally diverse backgrounds within a Victorian criminal justice environment
- review of portfolio of research into the legislative framework for multiculturalism in Victoria
- evaluation of project in developing and applying strategies for managing culturally diverse clients in own, or potential, job role
- oral and written questioning
- case studies
- presentations
- role play scenarios
- third party reports
- testing

Guidance information for assessment

Holistic assessment with other units relevant to the justice environment, workplace and job role is recommended where appropriate.

## VU21917: Work with conflict resolution and mediation processes within justice environments

### Unit Descriptor

This unit describes the skills and knowledge required to address conflict resolution processes and preparation for mediation requirements across a range of disputes within a range of justice environments.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers to address immediate and on-going needs of clients who require support in resolving disputes through resolution or formal mediation processes.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |   |   |
|---|---|
| 1. Develop communication skills required for working in justice environments        | <p>1.1 Research, evaluate and practise principles of effective <b><i>communication in justice environments</i></b></p> <p>1.2 Analyse and practise models of <b><i>non-verbal communication</i></b>, for application to justice environments</p> <p>1.3 Record and present documented outcomes against <b><i>justice environment requirements</i></b></p>   |
| 2. Address conflict resolution and mediation processes within a justice environment | <p>2.1 Research and analyse <b><i>models of conflict resolution</i></b> for application to justice environments</p> <p>2.2 Research and analyse <b><i>models and systems for mediation</i></b> for application to justice environments</p> <p>2.3 Identify <b><i>parameters of own role</i></b> in addressing conflict resolution and mediation processes</p> <p>2.4 Assist clients to undertake conflict resolution and/or mediation processes</p> |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- written communication skills to document justice related outcomes
- research and analytical skills to research conflict resolution methods
- problem-solving and negotiation skills to identify and respond to stakeholder requirements

### Required Knowledge

- relevant interpersonal verbal and non-verbal communication theory and its application to the conflict resolution and mediation processes within justice environments
- models of conflict resolution and systems mediation
- relevant professional mediation support organisations, individuals and practitioners
- relevant ethics and privacy policies

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Communication*** may include:

- interpersonal communications, such as:
  - definitions of successful interpersonal communication
  - polarity between understanding meaning and agreement
  - speaking to clarifying meaning
  - questioning and answering to clarify meaning
  - reflecting, summarising and paraphrasing
  - inference and implication
  - point of view
  - effective listening
- written communication, such as:
  - language and grammar
  - format and medium
  - organisational protocols and procedures for reporting and documenting information
  - graphic communication
  - e-communication etiquette
- assertiveness
- stress management and self-care
- ethics and codes of practice

- barriers to communication
- socio-cultural factors that influence communication
- techniques to address diversity and complexity of client needs and backgrounds
- self-reflection on own barriers to communication
- self-reflection on own responses to conflict

**Justice environments**  
may include:

- police
- corrections
- juvenile justice
- courts
- customs
- local government
- community justice centres
- community legal centres
- Legal Aid (Victoria)

**Non-verbal communication** may include:

- sending and receiving wordless messages
- body language
- gesture
- dress
- use of props/objects
- physical environment, such as:
  - temperature and lighting
  - architecture
  - impact of context of place, such as
    - court
    - police agency
    - interview room
    - waiting room
    - social setting
- interpretation of the visual
- interpretation of auditory
- indicators of stress
- indicators of physical and/or intellectual disability
- indicators of drug and/or medication use
- barriers to accurate interpretation of non-verbal communication

**Justice environment requirements** [for documented outcomes] may include:

- documentation protocols
- preparation of mediation notification/information documents
- reporting procedures, such as:
  - legal requirements
  - organisational reporting systems
  - record keeping
  - privacy provisions
  - suitability of destination recording procedures
  - law enforcement requirements
- referring procedures, such as:
  - health support services, organisations and programs
  - mediation and conflict resolution support services, organisations and programs

**Models of conflict resolution** may include:

- definitions of conflict
- theories and research on causation, development (escalation) and impact
- theories on personality typology
- approaches to conflict resolution, such as:
  - competitive
  - co-operative
  - informal negotiation
  - formal mediation
  - decisions about appropriate course of action in dispute
  - non-resolution clauses that stipulate progression to mediation
- strategies for recognising and responding to conflict occurrences, such as:
  - organisational processes, procedures and protocols
  - communication skills, including:
    - interpersonal
    - non-verbal
    - written
    - self-reflection on own responses to conflict
  - ensuring fairness of procedure
  - indicators of stress and/or health issues
  - methods for identification of client needs
  - support strategies

- communication strategies with clients that will encourage disclosure and resolution
- management of immediate and on-going risks
- safety procedures and issues relevant to context
- law enforcement

***Models and systems for mediation*** may include:

- theories and research on forms and definitions of mediation / Alternative Dispute Resolution (ADR)
- differences between mediation, conciliation, and arbitration
- policies and procedures for when and how mediation is the appropriate course of action
- recognising and responding to unsuccessful mediation / ADR process, such as proceeding to litigation
- organisational policies and procedures for mediation, including:
  - history of disputes and dispute resolution
  - categories of disputes relevant to different justice environment/agencies
- relevant Australian standards
- stages of mediation process, such as:
  - determination of the nature of the dispute through:
    - separate interview and discussion
    - effective communication to determine position
  - information given to clients, such as:
    - boundaries for allowable options
    - co-mediation needs and roles
    - guidelines and procedures of the mediation process
    - role of clients, mediator and justice organisation/agency in process
    - agreement by parties to proceed with mediation
  - preparation for mediation, such as:
    - key personnel and stakeholders informed
    - accurate and thorough record of issues
    - assessment of any need to seek advice on the legal or factual complexity of the matter
    - assessment of any court orders and/or associated risks
    - management of risks and safety procedures relevant to context

**Parameters of own role**

may refer to:

- degree of authority and responsibility in job role
- expectation of breadth and depth of role in conflict resolution occasions, such as:
  - immediate response and/or referral
  - managing stakeholders and significant others
- expectation of breadth and depth of role in arranging and supporting mediation processes
- individual or team member role
- protocols and procedures for responding to clients in conflict with each other
- protocols and procedures for responding to clients in conflict with each you, other personnel, or your organisation
- protocols and procedures for referring clients
- protocols and procedures for arranging and/or preparing for mediation
- holding of qualifications/experience required to conduct formal conflict resolution and/or mediation
- holding of qualifications/experience required to assess health conditions
- legal requisites regarding qualification requirements to conduct certain functions within justice work
- access to resources

**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- applying written and oral communication strategies selected for relevance across a range of justice dispute resolution contexts
- planning for and reviewing conflict resolution and mediation processes within a range of justice contexts
- knowledge of models and systems of conflict resolution and mediation within the Victorian justice system
- knowledge of relevant legislation, provisions regulatory requirements and standards

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

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	<ul style="list-style-type: none"><li>• access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation</li><li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li></ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"><li>• evaluation of work-based project in following organisational procedure for conflict resolution and/or arranging and preparing for mediation</li><li>• evaluation of action learning project in communication skills and their application and efficacy across a range of justice environments</li><li>• evaluation of research project into models and strategies for effective conflict resolution and mediation systems</li><li>• oral and written questioning</li><li>• case studies</li><li>• presentations</li><li>• role play scenarios</li><li>• third party reports</li><li>• testing</li></ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate. Suggested units may include but are not limited to:</p> <ul style="list-style-type: none"><li>◦ <i>VU21915: Work with family violence contexts within justice environments</i></li><li>◦ <i>VU21916: Work with culturally diverse clients within justice environments</i></li></ul>

## VU21918: Apply self-management and workplace safety strategies in the justice environment

### Unit Descriptor

This unit describes the skills and knowledge required to apply principles and practices of self-management and workplace safety in justice environments.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers who are involved in management of self and others in the support of strategic planning and social objectives of crime prevention and reduction as well as community safety, within justice organisations.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |  |  |
|--|--|
| 1. Determine organisational structures                   | 1.1 Analyse <b><i>models of organisational structures and functions</i></b> for their relevance to justice environments<br><br>1.2 Critically analyse <b><i>perspectives on organisational culture and behaviour</i></b> for relevance to justice environments<br><br>1.3 Determine job roles, boundaries and reporting structures within justice organisational environments<br><br>1.4 Analyse strategies for recognising and responding to workplace conflict |
| 2. Examine workplace health and safety (WHS) regulations | 2.1 Determine relevant provisions of WHS Act, regulations and codes of practice<br><br>2.2 Identify <b><i>WHS training needs</i></b> according to <b><i>organisational requirements</i></b> and WHS legislative and regulatory requirements in a justice environment<br><br>2.3 Identify and report on hazards in the work area according to WHS policies and procedures and WHS legislative and regulatory requirements   |

- |  |  |
|--|--|
| 3. Apply collaborative working practices within justice environments | 3.1 Determine and practice own role in <b><i>team development and working practices</i></b>  |
|  | 3.2 Consider <b><i>personality, perceptions and attributes</i></b> of self and others in relation to team practices within justice environments                        |
|  | 3.3 Determine and practice <b><i>communication strategies</i></b> and <b><i>self-efficacy strategies</i></b> applicable to justice environment organisational settings |
| 4. Identify risk management and self-care strategies                 | 4.1 Identify risks specific to justice environments including trauma and violence  |
|  | 4.2 Identify safe work practices and strategies for managing potential workplace violence  |
|  | 4.3 Apply self-care strategies   |
|  | 4.4 Seek feedback from <b><i>relevant people</i></b> to inform <b><i>reflective practice</i></b>   |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- communication skills to:
  - work with clients, colleagues and justice stakeholders across a range of relevant contexts within the justice industry
  - develop teams and team performance
  - seek feedback from others
- research and analytical skills to:
  - identify sources of information
  - evaluate management and leadership models and strategies for application to justice environments
  - conduct reflective practice to inform future practice
- comprehension skills obtain information from, and interpret documents
- interpersonal skills to seek feedback from others, and through reflective practice
- problem solving skills to:
  - identify risks, contingencies and opportunities for improvement
  - motivate commitment to change

## Required Knowledge

- principles and practice of management and leadership, including resource planning and job design
- general knowledge of organisational strategic directions and strategic planning
- contemporary models of organisational structures and functions
- contemporary theories and debates on organisational culture and behaviour and the resultant advantages and limitations on scope individuals within organisations
- theories and models of team building
- motivational strategies
- time management strategies
- risk management strategies

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the elements and performance criteria is detailed below.

- Models of organisational structures*** may include:
- determinants of organisational structures
  - differences between mechanistic and organic structures
  - structures, such as:
    - vertical hierarchy
    - vertical supportive
    - horizontal controlled/autonomous
    - departmentalisation
    - silos
  - job design
  - processes, such as:
    - methods of communication and co-ordination particular to structures
    - formal and informal:
      - communication channels
      - decision making processes
      - policies
      - rules
      - roles
      - relations
      - records
    - accountability mechanisms
    - formal and informal reporting policies and procedures
    - stakeholder management through communication policies and procedures

- co-ordination and monitoring procedures
- review procedures
- resourcing

**Functions** may include:

- job role design to achieve organisational goals as they may be applied in the justice environment
- relationship between organisational structure and design of personnel roles and responsibilities
- justice environment organisational audit functions and objectives, such as:
  - assessment of currency and relevance of staff skills and knowledge to work within justice environment
  - assessment of projected key priorities for justice environments
  - assessment of effectiveness and timeliness of key accountability and evaluative measures
  - identification of governance strengths and weaknesses
  - evaluation of personnel management processes
- people performance management, such as:
  - relationship between job design and organisational structure
  - clarity of job description
  - degree and role of delegation
  - planning, prioritising and scheduling workload to suit justice environment
  - expectations of teams and individuals performance and outcomes within justice environments
  - models and theories of team development and successful function
  - models and theories on key stages of team development
  - methods of strategic planning to achieve group performance expectations
  - management of cultural difference in fair decision-making
  - performance review for individuals and teams
- performance systems, such as:
  - reporting structures and procedures
  - record keeping
  - completion documentation
  - compliance policies and procedures
  - quality assurance policies and procedures
  - contingency planning

- Key Performance Indicators (KPIs), such as:
  - quantifiable outcomes
  - set of key measurable performances that give best picture of how work is progressing in order to understand and manage it
  - measuring the process rather than measuring the endpoint so that corrective action is taken during the process
  - processes in place to meet long-term goals
  - sustainability Triple Bottom Line (TBL) reporting criteria
- skills, knowledge and attitudes to promote productive and healthy working lives, such as;
  - communication skills between individuals and teams
  - conflict resolution
  - stress management
  - risk management procedures

***Perspectives on organisational culture and behaviour*** may include:

- elements of organisational culture, such as formal and informal:
  - beliefs
  - norms
  - ideologies
  - artefacts
- culture and performance
- conformity
- apparent and implied messages about expectations
- organisational responses to non-conformity
- integration of organisation mission / vision
- changing culture
- mechanisms for review
- analysis of functional and dysfunctional organisational cultures
- application of range of critical theories that seek to uncover structural power inequalities and ideologies within organisations
- research and scholarly debates on organisational culture and behaviour, such as:
  - theoretical frameworks
  - programmatic frameworks
  - possible theoretical frameworks used to explain working of organisational strategies
- impact of managerialism, such as:
  - focus on outputs and efficiency measures

- technocratisation of professionalism
- state control and surveillance of workers
- as a budget control mechanism
- approaches to job design, such as:
  - job simplification
  - job rotation
  - job enlargement
  - job enrichment

**WHS training needs** may include:

- coping with stress in self or others
- safe working practices
- avoiding risk or potentially violent situations
- applying self-care

**Organisational requirements** may include:

- vision
- mission
- overall strategic planning, goals and positioning
- operational policies and procedures and protocols, including approaches to working with clients, such as:
  - risk management
  - service provision
  - case management
  - safety planning
  - referral
  - reporting
  - privacy, ethics and codes of practice
- economic, social and environmental sustainability goals, initiatives, reporting and protocols
- sustainability management systems, procedures and practices
- business and performance planning
- organisational structure appropriate to strategic goals and vision
- legal and ethical requirements and codes of practice
- quality and continuous improvement processes and standards
- relevant legislative and regulatory requirements
- reporting procedures
- OHS policies, procedures and programs
- justice environment management systems, procedures and practices
- production/provision processes

- knowledge and Intellectual Property (IP) policies
- human resource management, including:
  - recruitment policies and procedures
  - professional development
  - industrial relations
  - employment terms and conditions
  - relevant legislation and regulations

***Team development and working practices*** may include:

- cooperation
- common goals
- conceptual approaches to team development and team leadership
- models of stages in group development
- strategies that ensure success, such as:
  - team system
  - equal and respectful participation and contribution
  - awareness of impact of own and others' personality, perceptions and attributes
  - motivational strategies
  - risk management
  - training in, and application of, communication practices, such as:
    - emotional intelligence
    - team psychology
    - human behaviour
    - sociology and sociological impacts on individuals and teams
  - strategic approaches to:
    - developing team system
    - defining roles within a team
    - identifying strengths of team members
    - diversity and cultural protocols
    - shared decision-making
    - shared problem-solving, such as:
      - ~ focusing on problem rather than individuals involved
      - ~ canvassing all points of view within group
      - ~ developing opportunities for all participants to contribute meaningfully to the process
    - reaching consensus
    - building trust

**Personality, perceptions and attributes** may refer to:

- providing feedback on team performance to teams members and external stakeholders
- models and perspectives on role of personality analysis in organisational structures, recruitment and job design, such as:
  - advantages and limitations of using personality type indicator testing in recruitment and job design
  - role of personality, perceptions, attributes in power relations and decision-making
  - discriminatory impact of labelling and assumptions about ability based on unchecked perceptions
- personality perceptions and attribute analysis theories and methodologies, such as:
  - personality type indicator systems
  - emotional intelligence
  - domains of emotional intelligence
  - learning styles
- advantages and limitations to developing skills in personality, perception and attribute analysis, in relation to justice organisational requirements, such as:
  - employee motivation
  - self-motivation
  - team building
  - self-efficacy
  - capacity to self-manage
  - dealing with diversity
  - dealing with complex client needs
  - career development
  - social awareness
  - relationship management
  - stress management
- application of emotional intelligence techniques/definitions, such as:
  - openness, conscientiousness, extraversion, agreeableness, and neuroticism
  - ability to detect and decipher emotions in self and others
  - using emotions to problem-solve
  - ability to comprehend vicissitudes and interrelationships of emotions
  - ability to manage or regulate emotions in self and others

**Communication strategies** may include:

- interpersonal communication techniques, such as:
  - terminology specific to applied practices
  - verbal or non-verbal language
  - accurately interpreting non-verbal and verbal messages
  - two-way interaction
  - active listening
  - questioning to clarify and confirm understanding
  - culturally inclusive and appropriate use of language and concepts
  - culturally sensitive engagement techniques
  - clear and concrete presentations of options
  - seeking feedback
  - giving feedback
  - assertiveness
  - negotiation skills
  - electronic communication protocols for sharing information
  - strategic planning
- building trust, respect, reliability and co-operative relationships across relevant people within, and external to, the justice organisation
- conflict resolution strategies, such as:
  - analysis of causes of conflict
  - analysis of stages of conflict
  - development of specific strategies to manage conflict
- organisational communication techniques
- stakeholder management through communication
- formal and informal communication channels and strategies
- provision of education and training programs

**Self-efficacy strategies** may include:

- review of own personality, perception and attributes
- ability to make judgements about courses of actions to deal with prospective situations
- realistic and achievable goal setting
- management of work and/or workload:
  - resources
  - task priorities
  - contingencies
- assertiveness
- strategic problem-solving

- time management
- capacity to influence
- mental and emotional skills that support personal workplace performance, such as:
  - motivation
  - self-esteem
  - recognition of symptoms of anxiety/stress
  - stress management within a justice environment, such as:
    - analysis of triggers and signs of stress in self and others
    - development of strategies to effectively deal with stress
    - implementation of strategies
    - monitoring and review of strategies
  - fear management
  - confidence
  - awareness and control
  - concentration
  - relaxation
  - visualisation
  - reflective practice, such as:
    - goal setting
    - self-talk
    - handling feedback
  - maintaining effective communication with relevant support staff

**Relevant people** may include:

- management
- colleagues
- clients
- customers
- stakeholders
- experts
- industry professionals
- planners
- advisors
- consultants
- regulators
- policy makers

**Reflective practice** may refer to:

- theoretically informed practice

- where future decisions are made using information gained through monitoring own performance

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- determining, developing, practising and reviewing self-management skills within parameters of current/potential job roles
- knowledge of models and styles of management and leadership appropriate to particular justice environment structures and functions

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

- access to relevant Federal, State and local legislative and regulatory requirements and appropriate texts, policies and documentation
- access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:

- evaluation of research project into management and leadership styles and models of contemporary justice environments
- evaluation of project on application of emotional intelligence theory to current/potential job roles
- evaluation of critical analysis of types of organisational structures within justice environments
- evaluation of work-based project on development and implementation of management and leadership strategies in justice environments
- evaluation of project in developing and applying strategies managing change in justice environments
- oral and written questioning
- case studies

- presentations
- role play scenarios
- third party reports
- testing

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.

## VU21919: Identify and support children and young people at risk

### Unit Descriptor

This unit describes the skills and knowledge required to identify and support children and young people at risk within the justice system.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice workers responsible for developing and implementing strategies to support and care for children and young people under protection within the Victorian legal system. Practitioners are typically focus on ethical approaches to protecting the rights of children and young people through protocols, reporting, and review of the provision of services.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |   |   |
|---|---|
| 1. Identify indicators of risk of harm to children and young people and respond appropriately | 1.1 Outline relevant <b><i>risk issues</i></b> and indicators as relevant to work undertaken with children and young people<br>1.2 Identify indicators of <b><i>abuse</i></b><br>1.3 Respond appropriately to disclosure, indicators or signs<br>1.4 Identify stages of <b><i>child psychosocial development</i></b>  |
| 2. Implement work practices which support the protection of children and young people         | 2.1 Identify appropriate <b><i>reporting mechanisms</i></b> for risk of harm or abuse indicators in accordance with <b><i>legislative and organisational procedures</i></b><br>2.2 Source relevant agencies to support the protection of children and young people at risk<br>2.3 Gather and record information about the child or young person<br>2.4 Implement <b><i>child focused work practices</i></b> to uphold the rights of children and young people<br>2.5 Communicate with children and young people using current recognised good practice and <b><i>confidentiality guidelines</i></b> |

- |   |   |
|---|---|
| 3. Apply ethical and supporting work practices in work with children and young people | 3.1 Determine the parameters of your own level of responsibility within legislative requirements and your work role to ensure that all decision and actions taken are within these parameters<br>3.2 Identify appropriate responses to unethical behaviour of others<br>3.3 Determine opportunities for supervision/debriefing support and self-care<br>3.4 Recognise indicators for potential ethical concerns<br>3.5 Examine the limits of confidentiality<br>3.6 Accurately record relevant circumstances surrounding risk of harm in accordance with organisational procedures, ethics and legislative requirements |
|---|---|

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

#### Required Skills

- communication and interpersonal skills to respond appropriately to disclosure
- professional practice skills to:
  - work with the specific needs of children and young people
  - apply principles of ethical decision-making
  - use child focused work practices
  - uphold duty of care requirements and maintain professional boundaries when working with children and young people
- organisational skills to:
  - apply indicators of abuse to make judgements about risks of harm
  - follow procedures and instructions
  - identify, source, document and evaluate practices
- writing skills to record circumstances surrounding risk of harm
- analytical, and self-evaluation skills to apply principles of ethical decision-making

## Required Knowledge

- common risks to child safety and common risks and dynamics particular to young people including, violence, self-harm, abuse types, alcohol and other drug use/misuse, health issues
- the different types of abuse including: psychological, physical, sexual, neglect, family violence
- relevant Federal and State legislative and policy requirements relating to:
  - working with children and young people
  - notifying and reporting suspected abuse
- the child protection system including:
  - relevant child protection agencies and services
  - reporting protocols
  - responses to reporting
  - organisational guidelines and policies for responding to risks of harm to children and young people
  - recording procedures appropriate to job role
  - interagency policies
- ethical obligations and the conventions on:
  - the rights of the child, and human rights
  - working with children and young people
- principles of ethical decision-making
- responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries
- duty of care responsibilities

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

- Risk issues*** may include:
- abuse types
  - family violence
  - neglect
  - exploitation
  - alcohol and other drugs (AOD) concerns
  - abuse symptoms
  - health: mental and physical
  - lesbian, gay, bisexual, transsexual and intersex (LGBTI)
  - cultural
  - refugee

- self-harm
  - violence
- Abuse** may include:
- emotional or psychological
  - sexual
  - physical
  - family violence
  - neglect
- Child psychosocial development** may include:
- Erikson's stages of psychosocial development, which discuss conflict and possible crisis related to the emergence of trust, initiative and/or identity
  - socioeconomic background
  - health
  - culture
- Reporting mechanisms** may include:
- State child protection processes and requirements for notification of suspected abuse
  - CHILD First
  - mandatory reporting
  - voluntary reporting
  - Victoria police reporting mechanisms
- Legislative and organisational procedures** may include:
- relevant international, Federal, State and local government legislative and statutory requirements and provisions
  - current legislation and orders, such as:
    - Children, Youth and Families Act (2005)
    - relevant Youth Justice Orders
  - organisational structure appropriate to strategic goals and vision
  - legal and ethical requirements and codes of practice
  - quality and continuous improvement processes and standards
  - reporting procedures
  - OHS policies, procedures and programs
- Child focused work practices** may include:
- awareness and sensitivity to children and young people's needs
  - appropriate use of language considering the age and developmental stage of the child or young person
  - inclusiveness of children and young people in participatory decision making processes
  - making special allowances to meet the needs of children and young people

- ways of engaging children and young people
- awareness of compounding issues that could impact upon a child or a young person
- observance and presence of children and young people as primary clients
- client-centred approaches to risk assessment and case-management

**Confidentiality****guidelines** may include:

- privacy regulations
- confidentiality procedures
- privacy protocols
- limits to confidentiality

**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- identifying and responding to risk issues to children and young people
- implementing child focused work practices
- communicating effectively with children and young people
- application of key practice standards, relevant legislation and ethical requirements
- knowledge of child psychosocial development stages, child focused work practices and reporting mechanisms for child abuse or potential abuse
- knowledge of relevant legislative and organisational requirements

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

- access to relevant international, Federal, State and local legislative and regulatory requirements and provisions
- access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"><li>• evaluation of project in the provision of services for young offenders</li><li>• evaluation of project in young people-focused supervision practises and strategies for young offenders</li><li>• evaluation of and evaluative research project into definitions and causes of youth offending and legal and societal responses</li><li>• practical exercises</li><li>• observation</li><li>• oral and written questioning</li><li>• presentations</li><li>• third party reports</li><li>• testing</li></ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate. Suggested units may include but are not limited to:</p> <ul style="list-style-type: none"><li>◦ <i>VU21928: Identify and respond to client complex issues within a criminal justice environment</i></li></ul>

## VU21920: Apply Australian Border Force law enforcement processes within justice environments

### Unit Descriptor

This unit describes the skills and knowledge required to apply the law enforcement requirements of the Australian Border Force, the Customs Act and related legislation, including the processes and procedures. It also includes an examination of the function of the Australian Border Force. The Australian Border Force is the key agency protecting Australia's borders, performing a vital role in supporting and protecting the safety, security and commercial interests of Australia. The Australian Border Force facilitates legitimate trade and travel, prevents the illegal movement of people and harmful goods across Australia's borders, and collects border revenue and trade statistics.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

**Application of the Unit** This unit supports the work of justice officers working across a range of functions and responsibilities within the Australian Border Force within justice industry parameters and framework.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |  |   |
|--|---|
| 1. Examine the role of the Australian Border Force | <p>1.1 Determine the <b><i>Australian Border Force community protection role</i></b> of frontline, coast watch and border protection</p> <p>1.2 Investigate <b><i>border controls</i></b> over passengers, crew, goods, vessels and aircraft</p> <p>1.3 Analyse the relationship of Australian Border Force to trade and other <b><i>law enforcement agencies</i></b></p> <p>1.4 Examine and evaluate Australian Border Force links to <b><i>United Nation protocols and conventions</i></b> and <b><i>World Trade Organisation functions</i></b></p> |
|--|---|

2. Review the legislative authority and application of the Customs Act within a justice environment	2.1	Examine <b>legislative authority</b> of the <b>Customs Act</b> and legislative relationship with other State and Federal acts that support it
	2.2	Identify <b>major offences</b> in the Act and related legislation
	2.3	Examine <b>Australian Border Force investigation case studies</b>
	2.4	Examine Border Force investigations operational methods, <b>tools and technology</b> and key links with State and Federal police forces
	2.5	Apply <b>key Commonwealth legislation relating to Border Force</b> to legal disputes and breaches through Victorian court system
3. Determine and apply risk management in Australian Border Force contexts	3.1	Examine <b>risk management principles and practices</b> relation to customs services operations
	3.2	Examine and apply risk assessment strategy in the movement of cargo and passengers
	3.3	Identify, apply and review <b>steps in the Border Force risk management</b> operational cycle for continuous improvement

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- problem-solving and operational skills to facilitate passenger movement and control
- technical and strategic skills to use tools and technologies for border control, anti-terrorism and detection of illicit articles at border control points
- comprehension skills to interpret documents
- organisational skills to prioritise, set and meet targets, milestones and schedules

### Required Knowledge

- relevant Federal, State and local government legislative and statutory requirements and provisions, such as:
  - Commonwealth Legislation relating to border protection
  - Customs Act (1901)
  - Australian Federal Police Legislation
  - Immigration legislation
- powers, functions and legal duties of the Australian Border Force
- approaches to terrorism and counter-terrorism strategies and programs
- prohibited imports and exports
- role of Australian Federal Police and the Department of Immigration and Border Protection, and Biosecurity Australia in relation to Border protection
- risk management provisions for Australian airports and ports

- categories of Border Force risk management
- economic and financial focus of the Australian Border Force
- multi-agency approaches to border protection

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

### ***Australian Border Force community protection role*** may include:

- managing the security and integrity of Australia's border
- facilitating the movement of legitimate travellers and goods across the border
- detecting the movement of illicit drugs across Australia's borders (including methods of concealment) and effecting arrests of culprits
- detection of materials and persons involved in terrorist activity or planning
- collection border related duties and taxes
- collection of Australian Bureau of Statistics data
- strengthening the security of the international supply chain to facilitate trade for Australian business
- improving enforcement of border or border protection related laws, particularly in relation to drugs and chemical precursors, through methods, such as:
  - intelligence for law-enforcement purposes
  - information for law-enforcement purposes
- supporting whole-of-government initiatives, such as:
  - Australia's overseas aid programs

### ***Border controls*** may include:

- regulate immigration (both legal and illegal)
- control the movement of passengers, crew, goods, vessels and aircraft
- execute the customs functions such as collecting duty and excise taxes
- prevent smuggling of drugs, weapons, endangered species and other illegal or hazardous material
- assist in the control of exotic pests and the spread of human or animal diseases

### ***Law enforcement agencies*** may include:

- Australian Federal Police
- Australian Protective Services
- Australian Taxation Office
- Australian Crime Authority

- Biosecurity Australia
- Australian Fisheries Management Authority
- Australian Competition and Consumer Commission
- CrimTrac Agency
- Victoria Police
- Various Security Agencies
- government departments, such as:
  - Department of Immigration and Border Protection
  - Defence Department
  - Attorney-General's Dept.
  - Australian Security Intelligence Organisation
  - Australian Government Solicitor
  - Australian Transaction Reports and Analysis Centre
  - Department of Infrastructure & Transport
  - Dept. Foreign Affairs & Trade
  - Dept. Industry & Science
  - Australian Communications and Media Authority
  - Department of Agriculture, Fisheries and Forestry
  - Department of the Environment,
- State and Territory agencies
- International Law Enforcement Agencies such as:
  - Interpol
  - Federal Bureau of Investigation (FBI)

***United Nation protocols and conventions*** may include:

- United Nations Convention Against Transnational Organised Crime and supplementary protocols, such as:
  - protocols to prevent, suppress and punish trafficking in persons, especially women and children
  - protocols against the smuggling of migrants by land, sea and air
  - protocols against the illicit manufacturing and trafficking in firearms, their parts and components and ammunition

***World Trade Organisation functions*** may refer to:

- World Trade Organisation (WTO) deals with the global rules of trade between nations
- policies and regulatory requirements
- International trade law
- The Customs Tariff Act and the use of the Tariff in border protection

**Legislative authority** may include:

- Australian Border Force Act (2015)
- Customs Act (1901)
- facilitation of trade
- protection of Australian borders
- geographical location of entry points into Australia
- control of movement of passengers and cargo
- identification of prohibited imports and exports
- identification of methods used to conceal prohibited imports and exports
- technology applicable to border protection
- tools and technology applicable to counter-terrorism
- legal powers to:
  - search cargo and packages
  - search persons – frisk, external, internal
  - examine
  - seize
  - question
  - arrest
  - patrol
  - carry weapons and Use of Force
- powers to control, monitor and regulate the movement of people in and out of Australia
- powers to control, monitor and regulate the import and export of goods and services

**Customs Act** may refer to:

- Australian Customs Act 1901
- Australian Customs Act revisions

**Major offences** may include:

- importation of illegal weapons
- importation of precursor drugs
- importation of dangerous goods – including consumer goods and explosives;
- importation of performance and image enhancing drugs (PIEDs)
- importation of offensive publications, including child pornography
- wildlife smuggling
- commercial fraud
- money laundering
- anti-dumping

***Australian Border Force investigation case studies*** may include:

- Illegal immigration
- people smuggling
- terrorism
- officer corruption and abuse/misuse of powers
- applicable indictable offences
- Breaches of Australian border controls, associated proceeds of crime and offences against Border Protection legislation, such as:
  - illegal movement and possession of prohibited and restricted goods across the Australian border, such as:
    - Border Controlled Precursors used to make narcotics
    - performance and image enhancing drugs
    - native and exotic wildlife
    - firearms, ammunition and other weapons
    - objectionable publications such as child pornography
    - defence and strategic goods
    - goods of concern to Consumer Safety and Community protection
  - illegal immigration, including Refugees
  - smuggling and the evasion of Customs duty including tobacco and cigarette smuggling
  - proceeds associated with breaches of border controls, such as:
    - cash
    - property
    - vehicles
  - threat to, and assault of, officers undertaking duties under Border Force legislation
- issuing and execution of warrants
- methods and tools used to counter terrorism

***Tools and technology*** may include:

- basic and advanced investigative methodology including:
  - computer technology
  - surveillance (covert and overt operations)
  - coastal and marine surveillance – air, sea, satellite
  - liaison and co-operation within Australia and Internationally
- body scanners
- e-Passports
- biometric scanners

**Key Commonwealth legislation relating to****Border Force** may include:

- CCTV
- trace particle detectors
- radiation detection
- computer forensics systems
- neutron cargo scanners
- detector dogs
- Remote controlled submersibles
- personal protective equipment (PPE)
- Anti-Money Laundering and Counter Terrorism Financing Act
- Australian Postal Corporation Act 1989
- Aviation Transport Security Act 2004
- Commonwealth of Australian Constitutions Act 1901
- Commerce (Trade Descriptions) Act 1925
- Copyright Act 1968
- Crimes Act 1944
- Customs Act 1901
- Customs Regulation 1926
- Customs Administrative Act 1985
- Customs Tariff Act 1995 and related legislations
- Environment Protection and Biodiversity Conservation Act 1999
- Fisheries Management Act 1991
- Migration Act 1958
- Work Health and Safety Act 2011 (Federal)
- The Occupational Health and Safety Act 2004 (Victoria)
- Passenger Movement Charge Act 1978
- Privacy Act 1968
- Proceeds of Crime Act 2002
- Public Service Act 1999
- Quarantine Act 1908 Note: The new Biosecurity Act 2015 will commence on **16 June 2016**, 12 months after royal assent, replacing the Quarantine Act 1908
- Trademarks Act 1995
- restricted import legislations under various acts, such as:
  - illicit substance
  - pornographic material
  - counterfeit – all types

- firearms/explosives
- chemical weapons
- Other related laws of the Commonwealth

**Risk management principles and practices** may include:

- involvement of multi-agency partnerships
- working with other Federal and State law enforcement agencies
- provisions of the Australian Standards as per the AS/NZS ISO 31000:2009 – Risk Management principles and guideline

**Steps in Border force risk management** may include:

- goals setting
- establishment of roles and responsibilities
- establishment of risk context
- risks identification
- risks analysis
- risks level estimation
- risk level evaluation
- risks treatment
- monitoring and review

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- applying Commonwealth legislation relevant to Australian Border Force jurisdiction to legal disputes and breaches within Victorian court system
- implementing risk management strategies in relation to border protection
- knowledge of Australian Border Force systems and operations
- knowledge of models and systems for risk management within the Australian Border Force
- knowledge of relevant legislation, provisions regulatory requirements and standards

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

- access to relevant Federal, State and local legislative and regulatory requirements and provisions that apply to border protection law enforcement processes
- access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:

- evaluation of an action learning project in the application of key legal provisions of the Customs Act in addressing legal disputes and breaches
- evaluation of a work-based project in border protection risk management processes and strategies
- evaluation of a research project in the legislative powers of the Customs Act and their application
- oral and written questioning
- case studies
- presentations
- role play scenarios
- third party reports
- testing

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.

## VU21921: Support policing processes within justice environment contexts

### Unit Descriptor

This unit describes the knowledge and skills required to support the functions, structures and powers of police and other enforcement and supporting agencies for application to emergency responses within justice contexts.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers responsible for working with police, other enforcement and supporting agencies when responding to emergencies, including prescribed criminal activity, within justice environments. Typically, practitioners require a solid working knowledge of the functions, structures and powers of policing in Victoria in order to appropriately address issues related to emergencies.

#### ELEMENT

Elements describe the essential outcomes of a unit of competency.

#### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |  |  |
|--|--|
| 1. Investigate the history and accountability of policing in Australia | 1.1 Examine <b><i>origins and historical development</i></b> of the Victorian and Australian police forces<br><br>1.2 Examine <b><i>Sir Robert Peel's principles</i></b> in relation to modern day policing<br><br>1.3 Investigate and discuss <b><i>ethical conduct and accountability of police</i></b> and the impact of policing behaviour on community<br><br>1.4 Identify the <b><i>role of State Government</i></b> in current policing practices and procedures        |
| 2. Analyse the structural functions and powers of policing in Victoria | 2.1 Examine <b><i>organisational structure of policing organisations</i></b><br><br>2.2 Evaluate the contemporary <b><i>role and functions of police and policing</i></b> in the enforcement of the law and within the criminal justice system<br><br>2.3 Examine the role of police discretion<br><br>2.4 Debate functions and powers of <b><i>public, community and private policing</i></b> are identified and conceptual differences impact on community and effectiveness |

- |   |   |
|---|---|
| 3. Analyse the role of police in an emergency               | 3.1 Outline <b><i>concept of emergency</i></b> and aims of an <b><i>emergency management plan</i></b><br>3.2 Delineate functions of, and relationships between, <b><i>governmental and non-governmental emergency management agencies</i></b><br>3.3 Review <b><i>functions of the police and supporting agencies in addressing emergencies</i></b>   |
| 4. Review own support role in relation to policing practice | 4.1 Delineate <b><i>police processes and procedures</i></b> for dealing with emergency, in preparation for other agencies to take over<br>4.2 Determine own role in emergency processes and procedures and apply in accordance with <b><i>organisational</i></b> and <b><i>legislative requirements</i></b><br>4.3 Review own performance in applying emergency processes and procedures and <b><i>debrief</i></b> with <b><i>relevant people</i></b> |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- communication skills to work with clients, colleagues, management, relevant specialist personnel under direction, independently, or within a team
- analytical and problem-solving skills to apply ethical approaches to dealing with emergencies in justice contexts
- operational skills to access police and policing resources to:
  - expedite justice outcomes
  - manage emergencies, such as: dangerous situations, events and /or crime scenes, prior to arrival of police or policing agency
- communication, assertiveness skills to manage clients with special needs in emergency situations
- management skills to manage risk and contingencies
- comprehension skills to interpret documents

## Required Knowledge

- relevant legislative requirements and provisions
- general historical development of Victorian and Australian police and other law enforcement agencies
- policing structures, operational deployment, policing policies and processes of law enforcement agencies
- legislated policing powers and roles within investigative, adjudicative and public maintenance components of the criminal justice system
- emergency management processes, policy and legislation applicable to policing in Victoria
- risk management processes and procedures

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Origins and historical development*** may refer to:

- definitions of 'police'
- origins of public and private police
- historical development of policing in Australia
- formation of Australian police forces
- function of early policing
- structure of early policing
- Sir Robert Peel's influence on the objectives and structure of a modern police organisation

***Sir Robert Peel's principles*** may refer to:

- crime prevention and disorder, as an alternative to their repression by military force and severity of legal punishment
- recognition that the power of the police to fulfil their functions and duties is dependent on public approval of their existence, actions and behaviour, and on their ability to secure and maintain public respect
- recognition that to secure and maintain the respect and approval of the public means also the securing of the willing co-operation of the public in the task of securing observance of laws
- recognition that the extent to which the co-operation of the public can be secured diminishes proportionately the necessity of the use of physical force and compulsion for achieving police objectives
- seeking and preserving public favour, not by pandering to public opinion, but by constantly demonstrating absolutely impartial service to law, in complete independence of policy, and without regard to the justice or injustice of the substance of individual laws, by ready offering of individual service and friendship to all members of the public without regard to their wealth or social

standing, by ready exercise of courtesy and friendly good humour, and by ready offering of individual sacrifice in protecting and preserving life

- use physical force only when the exercise of persuasion, advice and warning is found to be insufficient to obtain public co-operation to an extent necessary to secure observance of law or to restore order, and to use only the minimum degree of physical force which is necessary on any particular occasion for achieving a police objective
- maintenance of a relationship with the public that gives reality to the historic tradition that the police are the public and that the public are the police, the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence
- recognition of the need for strict adherence to police-executive functions, and to refrain from even seeming to usurp the powers of the judiciary of avenging individuals or the State, and of authoritatively judging guilt and punishing the guilty
- recognition that the test of police efficiency is the absence of crime and disorder, and not the visible evidence of police action in dealing with them

***Ethical conduct and accountability of police*** may refer to:

- ethics and accountability of police, such as the charge to:
  - act with care and diligence when on duty
  - know and comply with all legislation, policies, procedures and guidelines that relate to policing duties
  - treat everyone with respect, courtesy and fairness regardless of race or creed
  - comply with the law whether on or off duty
  - take steps to avoid conflicts of interest, report those that cannot be avoided and co-operate in their management
  - only access, use and/or disclose confidential information if required by his/her police duties and authorised by legislation and force policy
  - not make improper use of his/her position or police information or resources
  - report the misconduct of police officers and other law enforcement agents
  - be accountable to legal processes
  - conduct interrogations according to police procedure
- consequences of unethical political behaviour

**Role of State Government** may refer to:

- police management priorities reflecting government policies or political interest
- government funding
- prioritisation of police functions
- deployment of policing organisations, such as:
  - Fisheries officers
  - Protective Service Officers (PSOs)
  - camera car operators
  - Transport Authorised Officers
  - Environment Protection Agency (EPA) inspectors
  - Workcover inspectors
- separation of powers, may include:
  - Governance of a state distributed across three branches, with specific functions relative to law and law enforcement:
    - the Executive executes laws
    - the Legislative makes laws
    - the Judicial interprets laws

**Organisational structure of policing organisations** may refer to:

- types of structure, such as:
  - current (police service versus police force)
  - traditional
  - symbolic
- chain of command and disciplined structure (para-military)
- structure and responsibilities dictating various functions
- Victorian police organisations, such as:
  - Public police (community interest)
    - State sworn police officer
    - Federal sworn police officers
    - Authorised officers
  - Private police (commercial interest)
    - security organisations
    - private agents
    - private investigators
    - private security providers
    - private security companies
- Office of Constable - ethical responsibilities and duties of sworn members

**Role and functions of police and policing** may refer to:

- public police functions, such as:
  - policing legislation
  - public order maintenance
  - powers of police in exercising their duties
  - emergency management role
  - general public service duties, such as:

- licensing
- welfare service deliveries
- legal power to investigate crime
- plain clothes versus uniform police
- police discretion
- private police functions, such as:
  - securing capital
  - regulation of labour
  - crowd control
  - asset protection
  - powers of private police
  - support in emergency management
  - preliminary investigation in internal/organisational crime
  - clear commercial connection to requirements to clients
- policing legislation and Common Law
- powers of police in exercising their duties
- proactive and reactive policing
- best practice policing
- gate keeping of criminal justice system
- reporting and information gathering
- crime prevention
- political functions, such as use of Protective Service Officers on public transport
- structure and responsibilities dictating various functions
- distinction between police force and police service

***Public, community and private policing*** may include:

- legislative powers
- community policing
- client focus
- commercial connections
- contractual connection
- reliance on force

***Concept of emergency*** may include:

- Emergency Management Act 1986 and 2011 amendment:
- State and Federal responsibility, such as:
  - emergency management means the organisation and management of resources for dealing with all aspects of emergencies

***Emergency management plan*** may include:

- management and organisation of the prevention, response, and recovery phases of emergencies, involving all relevant government and non-government agencies
- based on definitions of an emergency
- policies and procedures of emergency services agencies, such as:
  - Country Fire Authority
  - Metropolitan Fire and Emergency Services Board
  - Victoria State Emergency Service Authority
  - any other prescribed agency
  - agency primarily responsible for responding to the emergency
- State Emergency Response Plan
- State Emergency Recovery Plan
- role and responsibilities of State Emergency Response Coordinator
- role and responsibility of State Emergency Recovery Coordinator
- role and responsibilities of responsible agencies

***Governmental and non-governmental emergency management agencies*** may refer to:

- any corporate or unincorporated body constituted by or under any Act for a public purpose
- any member or officer of such a body
- any person in the service of the Crown in Victoria, whose function, power, duty or responsibility is conferred by or under any Act
- functions of Victoria Emergency Management Council
- Coordinator in Chief of the Victorian Department of Justice
- lead and support agencies
- State Emergency Response Plan
- National Emergency Management Plan
- non-government agency, such as:
  - a voluntary organization
  - any other person or body
  - volunteer emergency worker who engages in emergency activity upon request
  - other than a government agency
  - private sector emergency services
  - community run emergency services

**Functions of the police and supporting agencies in addressing emergencies** may include:

- declaration of emergency area
- powers of police in respect of emergency area
- offences under the Act
- immunity for volunteer emergency workers
- declaring 'state of disaster' area
- power of the minister during 'state of disaster' declaration in force
- control of response to fires
- control of emergency responses other than fire
- civil defence
- concept of 'Aid to the Civil Community' as defined in the Defence Force Act
- entry in State Disaster Registry and inquiry system
- functions of non-governmental agencies, such as:
  - to assist in crowd control
  - to assist in protection of asset
  - as directed by the combating agency

**Police processes and procedures** may include:

- take control
- establish a control facility
- establish and maintain a control structure
- assess situation and determine priorities
- develop control plan
- implement control plan
- conclude emergency activities
- review emergency activities

**Organisational [requirements]** may refer to:

- powers in respect of emergency area
- identifying agencies which are primarily responsible for responding to the emergency
- coordinating the activities of support agencies
- specifying the roles of agencies
- specifying the roles and responsibilities of coordinators
- defining emergency response regions
- approaches to risk management
- resource requirements and financial considerations
- legal and ethical requirements and codes of practice
- quality standards and continuous improvement processes

- OHS policies, procedures and programs
- Legislative requirements** may include:
  - Emergency Management Act 1986
  - Emergency Management Regulations 2003
  - State Emergency Response Act 2005
  - Victoria State Emergency Service Act 2005
- Debrief** may include:
  - examining each role after event and how the situation was managed by each
  - examining each role after event and how well each role was performed
  - examining systems and processes during event
  - reviewing own performance
- Relevant people** may include:
  - staff
  - colleagues
  - clients
  - management
  - community representatives
  - experts
  - advisors
  - sector professionals
  - consultants
  - relevant services agencies
  - regulators
  - key bureaucrats and politicians

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

- |  |  |
|--|--|
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <p>A person who demonstrates competency in this unit must provide evidence of:</p> <ul style="list-style-type: none"> <li>• applying of processes and procedures for initial response to emergencies prior to arrival of other relevant agencies</li> <li>• knowledge of roles and functions of police and emergency services in emergency management</li> <li>• knowledge of relevant legislation, provisions, regulatory requirements and standards in the justice context</li> <li>• knowledge of Peelian powers of police</li> </ul> |
| Context of and specific resources for assessment   | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• activities are related to a Justice environment context</li> </ul> <p>Resources implications for assessment may include:</p>   |

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	<ul style="list-style-type: none"><li>• access to relevant Federal, State and local legislative and regulatory requirements and provisions, policing policies and processes of law enforcement agencies</li><li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li></ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"><li>• evaluation of project in emergency management within parameters of current/potential job roles within justice environments</li><li>• evaluation of research project into history of police and policing in Australia</li><li>• review of portfolio of research into emergency management and conceptual and functional differences of private and public policing in Victoria</li><li>• practical exercises in emergency situations</li><li>• oral and written questioning</li><li>• case studies</li><li>• presentations</li><li>• third party reports</li><li>• testing</li></ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.</p>

## VU21922: Apply research techniques within justice contexts

### Unit Descriptor

This unit describes the skills and knowledge required to apply research methodologies appropriate to specific justice context/s.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers, across a range of justice environments, responsible for applying appropriate research methodologies to projects and/or issues in order to make recommendations, offer solutions or promote change.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |   |   |
|---|---|
| <p>1. Determine requirements for research within justice contexts</p> | <p>1.1 Analyse <b><i>purpose</i></b> and limitations of research within <b><i>justice contexts</i></b></p> <p>1.2 Evaluate models and theoretical perspectives on <b><i>research methodologies</i></b> for suitability to justice contexts</p> <p>1.3 Identify procedures for conducting research, <b><i>collecting</i></b> and <b><i>maintaining data</i></b></p> <p>1.4 Identify opportunities for research and formulate <b><i>hypotheses</i></b></p> <p>1.5 Develop and scope <b><i>research proposal</i></b></p> |
| <p>2. Conduct research</p>  | <p>2.1 Determine methodology suitable to purpose and attain <b><i>resources</i></b></p> <p>2.2 Evaluate relevant <b><i>literature</i></b></p> <p>2.3 Develop or assess appropriate research <b><i>instruments</i></b> for usability</p> <p>2.4 Identify and address <b><i>ethics</i></b> and <b><i>legal requirements</i></b></p>   |

- |                                |  |
|--------------------------------|--|
| 3. Analyse and report findings | 3.1 Review research findings and results against research proposal objectives                  |
|                                | 3.2 Critically analyse, develop and document research outcomes recommendations and conclusions |
|                                | 3.3 Document and present research outcomes and ensure <b>referencing requirements</b> are met  |
|                                | 3.4 Review efficacy of research methodology to inform future practice                          |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- research and analytical skills to:
  - prepare research instruments
  - identify sources of information
  - evaluate research methodologies for application to justice environments
  - to develop and test the validity of research instruments
- critical analysis skills to:
  - evaluate information
  - research methodology for suitability to justice context
- organisational skills to maintain data collection systems
- communication skills to prepare and present research outcomes

### Required Knowledge

- general models on research methodologies
- role and functions of evidence-based research within justice contexts
- American Psychological Association (APA) referencing system
- ethical principles and codes of practice for conducting research within justice contexts
- validity and reliability factors relevant Federal and State legislative and regulatory requirements and provisions

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Purpose*** may include:

- role and functions of research within justice contexts
- evidence-based research to inform and practice within justice environments
- collection of data to assist informed decision making, planning or risk management
- research to promote reform and development of legislation and/or policy relevant to justice industry sector
- research into trends, statistics and issues relevant to:
  - specific justice agencies
  - criminal justice system
  - criminal law
  - civil law
  - administrative law
- data and information relating to strategy, policy, practices, or work processes developed and implemented by an justice organisation, such as:
  - creation of indices
  - creation of comparative scales
  - process development
  - change management technique or strategy
  - formation of solutions to complex problems
  - information and analysis of:
    - impact of new policies/legislation
    - impact of new processes
    - potential application and impact of new process
    - legislation development
- information and analysis to conduct a strategic or community campaign, activity or advocacy
- information and analysis to conduct industrial relations bargaining
- relationship or relevance of a theory, principle or practice to an immediate practical problem, issue or to test a proposed solution

**Justice contexts** may refer to:

- policing
- corrections
- juvenile justice
- courts
- specialist courts
- customs
- local government
- community justice
- family violence
- mediation
- corrections
- community justice agencies
- community legal agencies
- Legal Aid (Victoria)

**Research methodologies** may refer to:

- qualitative or quantitative research strategies
- pre-existing research instruments
- naturalistic methodologies
- action research
- steps in process of research
- considerations of:
  - advantages and limitations of different methodologies
  - ethical values
  - professional conduct
  - using research to achieve particular outcomes
  - reliability and validity
  - quality of research
  - research strategies
  - data analysis, such as:
    - statistical analysis
    - review of previous research
    - data sampling
  - documentation reviews
  - focus groups
  - interviewing colleagues and clients
  - online searching using techniques, such as:
    - Boolean operators
    - key words and phrases

	<ul style="list-style-type: none"> <li>◦ databases</li> </ul>
<b>Collecting [data]</b> may include:	<ul style="list-style-type: none"> <li>• collaboration with other experts or mentors</li> <li>• desk research</li> <li>• document research</li> <li>• field study</li> <li>• observation</li> <li>• physical items analysis</li> <li>• interviews</li> <li>• questionnaires</li> <li>• surveys</li> </ul>
<b>Maintaining data</b> may include:	<ul style="list-style-type: none"> <li>• suitable technology, such as:             <ul style="list-style-type: none"> <li>◦ communication technology and networks</li> <li>◦ databases and the use of spreadsheets, graphs, trend and time series, and mathematical equations</li> <li>◦ hardware and software</li> </ul> </li> </ul>
<b>Hypotheses</b> may include:	<ul style="list-style-type: none"> <li>• conceptual or operational proposition or explanation that will be tested through the conduct of the applied research</li> <li>• an existing belief that requires confirmation through research</li> <li>• statement of anticipated outcome</li> </ul>
<b>Research proposal</b> may include:	<ul style="list-style-type: none"> <li>• purpose / proposition</li> <li>• timeframe</li> <li>• methodology, approach and procedure</li> <li>• hypotheses / key research questions</li> <li>• expected value of research to issue/purpose</li> <li>• variables</li> <li>• participants</li> <li>• data collection methods</li> <li>• sources of information, such as:             <ul style="list-style-type: none"> <li>◦ primary</li> <li>◦ secondary</li> </ul> </li> <li>• methods for results analysis and summary</li> </ul>
<b>Resources</b> may include:	<ul style="list-style-type: none"> <li>• budget</li> <li>• personnel</li> <li>• literature</li> <li>• organisational policies, procedures and journals</li> </ul>
<b>Literature</b> may include:	<ul style="list-style-type: none"> <li>• archives</li> </ul>

- electronic databases
- interest research
- library research
- media publications
- industry associations
- industry publications
- conference proceedings
- experts
- workplace documentation

**Instruments** may include:

- test
- questionnaire
- interview questions
- set of guidelines for observation
- measurement procedure
- valuation surveys
- research tool
- considerations of:
  - reliability and validity
  - protocols and ethics

**Ethics** may include:

- client/participant welfare
- impact on the individual
- impact on a community
- cultural practices and considerations
- consultation with an ethics committee
- sustainability practices
- requisite authority and qualifications to conduct interviews
- privacy
- safety

**Legal requirements** may include:

- agreements with third parties who supply research or data
- competency standards
- contracts
- copyright and privacy laws relating to physical materials and electronic technology
- licensing
- plagiarism
- privacy

**Referencing requirements** may include:

- referencing methods of:
  - Australian Psychological Association (APA)
  - Harvard
  - Legal
  - Oxford
- in-text citation
- bibliography
- annotated bibliography
- referencing page

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- conducting research including development of a research proposal, collecting and maintaining data, critically analysing and reporting findings
- reviewing efficacy of research methodology
- knowledge of methodologies, ethical and legal requirements for research conducted within justice environments

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

- access to relevant Federal and State legislative and regulatory requirements and provisions
- access to American Psychological Association (APA) referencing system
- access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:

- evaluation of research project proposal relevant to requirements of justice contexts
- evaluation of research project into research methodologies and their suitability and limitations for justice context application
- evaluation of action learning project in validation of data collection instruments and literature analysis

- case studies
- practical exercises
- observation
- oral and written questioning
- presentations
- third party reports
- testing

Guidance information for assessment      Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.

## VU21923: Apply investigative processes within justice environments

### Unit Descriptor

This unit describes the skills and knowledge required to apply appropriate and relevant investigative skills and procedure to conduct investigations, gather, record, assess and present evidence in a court of competent jurisdiction.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers, authorised officers, in-house investigators, as well as those who, as part of their responsibilities, undertake initial investigation including collecting, assessing, processing evidence from crime/event scenes, evaluating all relevant and available evidence for pre-trial requirements and procedure.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <b><i>bold italicised</i></b> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify and apply responsibilities and legal obligations of investigative role within justice contexts	1.1 Analyse <b><i>role, principles</i></b> and <b><i>responsibilities</i></b> of an <b><i>investigator</i></b> in a justice environment 1.2 Apply <b><i>legal boundaries and operational requirements</i></b> of a criminal <b><i>investigation</i></b> 1.3 Analyse and apply <b><i>laws</i></b> relating to obtaining <b><i>information</i></b> and the <b><i>methods of gathering evidence</i></b>
2. Identify and apply evidence procedures	2.1 Identify and apply legal requirements and procedures at <b><i>crime events/ scenes</i></b> 2.2 Collect, record, assess and prepare <b><i>physical</i></b> and <b><i>forensic evidence and their requirements</i></b> for court 2.3 Examine and apply legal requirements of comprehensive <b><i>statement</i></b> taking, <b><i>note taking</i></b> and <b><i>conducting and recording an interview</i></b> 2.4 Develop and present law relating to <b><i>admissibility of evidence</i></b> and apply to a <b><i>brief of evidence</i></b> that complies with <b><i>current legal requirements</i></b>

- |   |  |
|---|--|
| 3. Investigate and apply the legal process of presenting a case for prosecution | 3.1 Examine and apply <b><i>methods used to bring a person before a court</i></b> of competent jurisdiction<br>3.2 Identify <b><i>court procedure</i></b> involved in a hearing<br>3.3 Identify <b><i>function and responsibilities</i></b> , including ethical duties, of persons and parties involved in criminal hearing<br>3.4 Conduct <b><i>moot court</i></b> to apply skills, knowledge and functions required for presenting prepared case for prosecution |
| 4. Apply sentencing principles to presenting a plea                             | 4.1 Critically analyse <b><i>sentencing principles</i></b><br>4.2 Examine <b><i>matters in mitigation</i></b> to a plea<br>4.3 Develop plea, based on relevant sentencing principles and matters in mitigation   |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- analytical skills to interpret and evaluate information and legislation, processes, procedures including case law and legislation required in an investigation
- research skills to locate, gather and interpret evidence for forensic examination and analysis and for courts in relevant cases
- writing skills to prepare evidence reports, interview notes and statements that satisfy evidentiary and judicial requirements
- organisational skills to:
  - apply procedures relating to investigation contexts such as crime scenes
  - prepare briefs of evidence and pleas for court in compliance with legislation, judicial and organisational requirements
  - apply organisational compliance requirements and the investigative process
- presentation skills in giving evidence in court as an informant or witness in accordance with courtroom and professional etiquette and formal procedures

### Required Knowledge

- relevant international, Federal and State government legislative requirements and provisions for criminal investigation, and evidence gathering and administration
- Australian Government Investigation Standards (AGIS)
- key practice standards and procedures in crime scene investigation, management and gathering of evidence
- processes and procedures for gathering, assessing, interpreting and presenting evidence
- pre-trial and trial procedures, including principles of disclosure

- current investigative methodology, framing of charges and legal requirements of a brief of evidence
- processes and procedures for planning, preparing and submitting a compliant brief of evidence
- points of proof/facts in issue of relevant offences to substantiate legal charges
- sentencing principles and matters in mitigation and their application to plea formulation
- hearing and trial processes and procedures for the conduct of summary and indictable cases
- court etiquette and roles of parties involved

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Role*** may include:

- ensuring an investigation is warranted
- assessing the merit of the issue
- designing the plan
- investigating the issue
- collecting and recording of information/evidence
- evaluating and deducting from information/evidence
- preparing organisational reports or documents for court
- briefing/debriefing stakeholders
- attending court and giving evidence as informant

***Principles*** may include:

- defining a crime, an investigation and evidence
- fundamental rules of investigation
- legal boundary of investigation which includes:
  - presumption of innocence
  - self-incrimination rule

***Responsibilities*** may include:

- searching for the truth within the specification of the law
- risk management of the investigation
- planning for contingencies
- proving or disproving the matter under inquiry
- objectivity
- impartiality
- confidentiality and privacy of issues
- keeping client, management and colleagues informed
- attending to natural justice
- continuity of evidence and security of exhibits

- ensuring compliance with natural justice
- submitting accurate and up-to-date documents which may include:
  - briefs of evidence
  - summaries of facts and briefing notes
  - reports
  - requests for medical and other specialist reports
  - statements/records of interview and affidavits
  - victim impact statements
  - contemporaneous notes
  - incident logs/running sheets as per organisational requirements
  - investigation plan
  - memorandum of understanding/agreement between organisations
  - terms of reference
  - Standard Operating Procedures (SOPs), policies and practices
  - audio and video recordings
  - sketches and diagrams

**Investigator** may refer to

- police (State and Federal)
- law enforcement officer (private or public, State or Federal)
- authorised officer from government/non-government agencies
- private investigator/agent authorised
- in-house investigator
- any person from any organisation whose duties are to investigate

**Legal boundaries and operational requirements** may include:

- criminal and procedural law of the State
- points of proof/facts in issues pertaining to offences
- Section 464 of the Crimes Act 1958,
- application of the elements of crime
- Standard Operating Procedures (SOPs)
- other policies and processes
- competence and compellability of person involved
- relevant provisions of:
  - Crimes Act 1958
  - Evidence Act 2008
  - Criminal Procedure Act 2009

**Investigation** may include:

- Relevant rules and regulations
- other relevant and appropriate Acts of Parliament
- investigation carried out in accordance with the Australian Government Investigation Standard (AGIS) and application of Standards to the State of Victoria
- search for the truth within the specification of the law
- objective assessment of a breach of the law/policies
- identification of person of interest
- criminal investigation
- disciplinary investigation
- fact-finding investigations
- procedural investigations
- the investigator/authorised legal authority
- multi-disciplinary approaches
- OHS/WHS
- events/disasters
- investigation plan which may include:
  - risk management at all levels of investigation
  - compliance with Australian and New Zealand Risk Management Standard - AS/NZ ISO 31000:2009
  - actions/scope of investigation
  - aims/objectives of investigation
  - factors that may affect the investigation, such as:
    - people involved and their resources
    - types of evidence to be obtained
    - points/facts to prove
    - possible defences at statutes/common law
    - age/gender/cultural diversity
    - climatic conditions/topography
    - resources required
    - political sensitivities
    - time frame/statutory limitations
    - own local knowledge/avenues of inquiry
    - security and integrity of the investigation
    - reporting mechanisms
  - any other information that may impact the plan
- investigation techniques, such as:
  - doorknocks
  - formal and interviews

- forensic examinations/analysis
- natural/artificial sources
- computer/data search and retrieval/analysis
- media
- listening devices as authorised
- other covert surveillance as authorised
- searches including search warrants
- newly emerging techniques
- security of evidence

**Laws** may include:

- Crimes Act 1958
- Evidence Act 2008
- Criminal Procedure Act 2009
- Magistrates Court Act 1989
- Evidence (Miscellaneous Provisions) Act 1958
- Charter of Human Rights and Responsibilities Act 2006
- Victim Charter Act 2006
- Children, Youth and Families Act 2005
- Privacy Act 1968
- Information Privacy Act 2000
- Common law relevant to legislation, investigation and matters under inquiries
- Summary Offences Act 1966
- Occupational Health and Safety Act
- other relevant Acts of Parliament and regulations made under these Acts
- law of natural justice
- rules of evidence and admissibility of evidence

**Information** may include:

- all evidence, whether applicable or not to the matter under inquiry, such as:
  - personal details of witnesses
  - relevant documents including medical/prior convictions/other legal documents
  - oral or documentary testimony of facts
- facts relevant to prove or disprove matter under inquiry
- information from internal/external agencies
- suspects
- witnesses including neighbours
- victims/complainants/next of kin

**Methods of gathering evidence** may include:

- others including experts and colleagues
- searching and examination of crime scenes or events
- responsible gathering of evidence at crime scenes
- interrogating person of interest
- interviewing public, witnesses, victims and complainant
- use of cognitive (psychology) interview
- records of interviews
- obtaining statements including record of interviews
- consulting experts
- forensic and document examination and analysis
- searching of records, such as:
  - internal agencies, such as:
    - State or Federal police
    - other law enforcement agencies
    - colleagues
  - external agencies, such as:
    - VicRoads
    - financial institutions
    - utility suppliers, such as” gas/electricity/water
  - formal, such as
    - consumer affairs
    - death and birth agencies
    - trustees
  - informal – internet, social media, local rumours
- surveillance of suspect
- corroboration of evidence
- electronic data examination and retrieval
- recording techniques, such as:
  - photography
  - video recording
  - audio recording
  - contemporaneous notes and sketches
- ethical requirements, such as:
  - professional ethics
  - role of ethics in investigation
  - Australian Public Service code of conduct or equivalent

***Crime scenes/events*** may include:

- primary crime scene where the vast majority of evidence is located
- secondary crime scene where evidence may be located, such as:
  - obtaining maximum amount of information before attending crime scene
  - observation of surroundings on the way to crime scene
- observation of OHS requirements - safety first
- assessment of scenes on arrival and report and render assistance as required
- containment of scene and prevention of contamination by natural and /or artificial sources
- search of the crime scene
- identification and examination of the evidence
- interview of:
  - victim
  - witnesses
  - public
- collection, examination and securing of evidence
- making of contemporaneous notes
- making of diagrams and sketches
- searching for 'modus operandi'

***Physical [evidence and their requirements]*** may include:

- actual real, physical or oral evidence, such as:
  - weapons
  - hair samples
  - blood
  - forged documents
  - any physical or tangible object
- forensic evidence
- electronic/digital data/images
- exhibits located at crime/event scenes
- relevant documents/physical evidence obtained during investigation
- any relevant evidence that can be presented to a court
- method of collecting evidence
- storage
- continuity of evidence

***Forensic evidence and their requirements*** may include:

- all types of evidence that is required to be examined and analysed by forensic

- forensic type evidence
- expert required
- aide to investigation
- process of elimination
- avoid contamination
- collection and storage

**Statement** may include:

- personal details of witness, including knowledge and qualifications
- time date and place of event
- accurate information/details
- facts not assumptions or speculations
- use of senses: hearing, touch, smell, sight, taste
- opinion only if expert
- signature
- jurat and acknowledgement

**Note taking** may include:

- contemporaneous notes or notes made at the time or shortly after
- neat and readable
- work-related
- according to organisational documentation requirements, policies and procedures
- logical sequence
- all details present
- capable of standing scrutiny and test by defence

**Conducting and recording an interview** may include:

- written
- audio/visually recorded
- use of electronic devices
- planned in order to gather maximum amount of evidence
- preamble
- identification of all present, including person entering/disrupting interview
- compliance with section 464 Crime Act 1958
- compliance with organisational requirements
- caution and rights (including human rights obligations)
- placed in situ
- all details pertaining to case

- facts
- questioning methods
- no leading questions
- single question for single answer
- cover all points of proof and remember standard of proof
- cover possible defences
- remember fail to ask fail to prove
- corroboration of evidence
- sketches
- formal cautioning and charging
- adoption of record of interview
- audio confirmation of conversation/admission that occurred prior to formal interview

***Admissibility of evidence*** may include:

- rules of evidence, such as:
  - is it relevant?
  - it is admissible?
- definition of relevance – Evidence Act 2008
- types of evidence
- is the evidence what it purports to be – must be proved
- evidence not tampered with
- continuity of evidence available
- view/inspect location/locality/evidence
- evidence not subject to any exclusionary rules of evidence, such as:
  - hearsay rule and exceptions
  - discretionary power of the court
  - opinion rule
- evidence must be authenticated
- admission, including that made prior to and during investigation
- evidence of silence
- proof of admission
- admission subject to exclusion
- credibility evidence
- character evidence

***Brief of evidence*** may include:

- summons and subpoena
- charge sheets/bail applications

- statements by:
  - witness
  - victim
  - forensic
  - expert
- records of interview
- admissible evidence
- list of witnesses
- list of exhibits
- relevance to statute and precedent
- compliance with current legal requirements of information to be included in the brief

***Current legal requirements*** may include:

- applicable law of evidence
- rules of court applicable to the jurisdiction
- prosecution policy of the police, the courts and State
- legislative requirements and organisational policy and procedures
- applicable disclosure requirements in the jurisdiction

***Methods used to bring a person before a court*** may include:

- arrest
- summons
- bail
- human and legal constraints

***Court procedure*** may include:

- being advised of obligations prior, during and after court process
- format for giving evidence, including:
  - self-presentation – dress and deportment
  - court etiquette
  - knowledge of oath/affirmation
  - stages of evidence
  - psychology of witnesses
  - answering to legal representative questioning
  - how to stay cool under fire
  - rights
  - obligations/privileged
- keeping prosecutor, witnesses and victims informed of status
- natural justice rule
- judicial discretion
- human rights considerations
- fact finding to be rational
- relevant information to be accepted by the court

***Functions and responsibilities*** may include:

- oath/affirmation and unsworn evidence
- significance of defendant rights not to testify
- competence and compellability of witnesses
- available right of defendant family to object in giving evidence
- associate defendant obligations
- standard of proof and burden of proof
- stages of evidence
- methods of questioning including leading questions
- role of the adjudicator
- reviving of memory and use of contemporaneous notes
- unfavourable and vulnerable witnesses
- special arrangements for certain classes of witnesses
- ethical duties, such as:
  - professional ethics
  - Australian Public Service code of conduct or equivalent

***Moot court*** may refer to:

- simulated court hearing/trial
- testing of hypothetical cases/evidence to inform practice

***Sentencing principles***

may include:

- Sentencing Act
- Sentencing Advisory Council
- Five sentencing principles of:
  - Punishment
  - Deterrence
  - Rehabilitation
  - Denunciation
  - Protection
- other sentencing principles such as:
  - parity
  - totality

***Matters in mitigation***

may refer to:

- age
- cooperation
- cultural background
- delay
- disability
- drug affectation
- employment
- good character
- guilty plea
- ill health
- intoxication
- mental health
- reduced culpability
- remorse
- restitution

**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- applying legal, ethical and operational requirements to investigate, gather evidence and prepare a case for prosecution within the Victorian criminal justice system
- applying legal, ethical and operational requirements to prepare a plea within the Victorian criminal justice system

	<ul style="list-style-type: none"> <li>• knowledge of Victorian judicial, ethical and legal requirements of evidence gathering, recording, assessment of physical evidence and interviewing, including taking of notes and statements</li> <li>• knowledge of Victorian judicial, ethical and legal requirements of sentencing in Victoria</li> </ul>
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• activities are related to a Justice environment context</li> </ul> <p>Resources implications for assessment may include:</p> <ul style="list-style-type: none"> <li>• internal crime scene and facilities</li> <li>• external crime scene and facilities</li> <li>• interview room with necessary facilities</li> <li>• court room set up/environment</li> <li>• relevant International, Federal, State and local legislative and regulatory requirements and provisions for criminal investigation</li> <li>• relevant legislative, judicial and jurisdictional requirements, policies and procedures</li> <li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li> </ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"> <li>• evaluation of project in crime scene investigation</li> <li>• evaluation of project in evidence gathering</li> <li>• evaluation of project in prosecution case preparation</li> <li>• evaluation of project in applying sentencing principles and matters in mitigation to formulation of a plea</li> <li>• evaluation of research project legal ethical and operational requirements of criminal prosecution within Victorian criminal justice system</li> <li>• practical exercises</li> <li>• observation</li> <li>• oral and written questioning</li> <li>• presentations</li> <li>• third party reports</li> <li>• testing</li> </ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.</p>

**VU21924: Apply sociology concepts and principles to justice contexts****Unit Descriptor**

This unit describes the skills and knowledge required to apply sociological concepts to addressing needs of clients in justice environments who experience social inequalities or marginalization. Thereby the unit includes applying knowledge of Australian social and cultural contexts in planning and implementing processes in justice workplaces.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

**Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

**Application of the Unit**

This unit supports the justice officers responsible for providing appropriate and effective responses and services for clients who have experiences of social marginalisation in justice environments. Typically practitioners will be applying strategies informed by a strong sociological base.

**ELEMENT**

Elements describe the essential outcomes of a unit of competency.

**PERFORMANCE CRITERIA**

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |   |  |
|---|--|
| <p>1. Review key social theories and perspectives to explain the causes of social inequalities affecting justice services clients</p> | <p>1.1 Use key aspects of <b><i>sociological theories</i></b> to explain the development of powerful <b><i>social agents and institutions</i></b> in Australia</p> <p>1.2 Identify and debate <b><i>individual, cultural and structural influences</i></b> that affect social experiences of justice services clients</p> <p>1.3 Identify examples of marginalisation of <b><i>specific client groups</i></b> within the contemporary Australian justice environment utilising key aspects of <b><i>sociological theories</i></b></p> <p>1.4 Apply <b><i>major theoretical perspectives</i></b> to explain <b><i>social inequalities</i></b> affecting justice services clients in Australia</p> |
| <p>2. Apply sociological theories to examine effects of social inequality on justice services clients</p>                             | <p>2.1 Describe the impacts of social inequalities and marginalisation on a range of <b><i>specific client groups</i></b> within justice environments</p> <p>2.2 Identify barriers experienced by specific client groups in accessing equitable treatment in the justice environments</p> <p>2.3 Apply sociological theory to critique current strategies for addressing the specific needs of marginalised client groups in justice environments</p>  |

- |  |  |
|--|--|
| 3. Review impact of social and cultural factors on justice clients and service provision within justice environments | 3.1 Review and address the impact of social and cultural factors on work undertaken to improve client outcomes<br><br>3.2 Review effectiveness of service provision in relation to identified social and cultural factors impacting on clients in justice environments |
|--|--|

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- research methodology and critical analysis skills to:
  - identify, source, document and evaluate theories and practices on the impacts of sociological factors on clients in justice environments
  - develop strategies to address barriers faced by clients in justice environments
- research and critical analysis skills to identify and debate key sociological theories relevant to contemporary justice system issues
- sociological concept application skills to differentiate various stratifications in Australian society and to analyse their development and impact on justice services clients
- analytical skills to apply sociological theory to the explanation of features of Australian society that impact on clients in justice environments

### Required Knowledge

- relevant International, Federal and State legislative requirements and provisions
- relevant sociological theory and its application to justice services
- current research and critical analyses of social agents and institutions in Australian society
- current theories on concepts of inequality and marginalisation in Australian society
- current theories on approaches and strategies to address inequality and marginalisation experienced by special needs groups and others within justice environments and the broader society
- social characteristics and issues of identified client population
- range of services and resources available to specific client groups

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the elements and performance criteria is detailed below.

***Sociological theories*** may include:

- functionalist theories
- hegemony
- Marxist theories
- social action theory
- concepts of culture and behaviour
- positivism

- social theories and their application, such as:
  - cultural awareness and diversity
  - immigration policy
  - psychology and application
  - socio economic grouping and urbanisation
  - human behaviour
  - criminality issues
  - class and social stratification
  - class and strata sub-cultures
  - social mobility
  - social and natural inequalities
  - biology and racial inequality
  - natural and cultural inequality
  - social stratification and functionalist perspectives
  - organisation and planning
  - power
  - functional importance
  - inequality and opportunity

***Social agents and institutions*** may include:

- families in Australian society
- gender roles in relation to families
- gender roles in relation to the workforce
- major institutions in Australian society (such as the media, the health system) and ways they can impact on the community
- the law
- legal system
- media
- economic system
- religious systems and practices
- formal and informal education
- aged care system
- factors associated with different age groups in our society, such as
  - cohorts of different ages and the ways they form their own micro cultures
  - societal perceptions of different aged groups
  - ways stereotypes and beliefs develop
  - positive ways various age groups contribute to our society
- education system
- health system
- factors that affect health and well-being of our society, such as:

- relationship between environmental factors, such as:
  - types and availability of housing
  - population density
  - employment factors
  - work structures and work places
  - geographical location
  - sustainability and peak oil
  - social isolation
  - overcrowding and poor conditions
  - access to health and community services
- general health and well being of a community, family and/or individual
- influence of government policy decisions on general health and well being
- labour market
- work
- effects and consequences of unemployment in our society, such as:
  - potential effects of unemployment on people's lives
  - range of outcomes of unemployment on society
  - how unemployment can impact on a person's health and well being
- political systems
- structural power divisions, such as;
  - classes in Australian society
  - power politics and the State
  - health employment education and family life
  - pluralist conflict and power approaches
  - religion and social change
  - migration and ethnicity
  - individual with special needs
  - cultural change
  - unemployment
  - structural and economic reform
  - micro economic reform

***Individual, cultural and structural influences*** may include:

- contemporary frameworks and influences underpinning social policy
- economics and economic structures
- educational institutions
- State and Federal governance of education
- employment opportunities

- access to resources
- access to prosperity
- families, such as:
  - family beliefs
  - notions of normalcy within families
  - structures of families
  - power relations
  - concepts of marriage and relationship
- dominant social rituals, such as:
  - public holidays
  - customs
- societal values and their impact in relations to definitions and law making, such as:
  - criminality
  - deviance

***Specific client groups***  
may include:

- Cultural And Linguistically Diverse (CALD)
- lesbian, gay, bisexual, transgender and intersex (LGBTI)
- people with disabilities
- Aboriginal and Torres Strait Islander people

***Sociological theories***  
may include:

- symbolic interactionism
- feminist theories
- post structuralist theories
- post-modern theories
- post-colonial theories

***Major theoretical perspectives*** may include:

- macro /micro
- consensus
- conflict
- interaction
- problem-solving approaches

***Social inequalities*** may include:

- diminished quality of life
- family breakdown
- feminism
- homelessness
- unemployment
- impact of unemployment on individuals and society
- loss of social contact
- paid and unpaid work

- peak oil issues
- racism
- social isolation
- social, personal and health outcomes of unemployment
- sustainability
- terrorism

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- applying sociological theories or concepts to determine work undertaken, and/or service provision, that addresses specific needs of marginalised clients in justice environments
- knowledge of major sociological theories and perspectives that explain causes and effects of social inequalities affecting clients in justice environments
- knowledge of sociological theory in developing approaches and strategies to address inequality and marginalisation experienced by specific client groups and others within justice environments and the broader society

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

- access to relevant international, Federal, State and local legislative and regulatory requirements and provisions for criminal investigation
- access to relevant social, political and economic theories and current research
- access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:

- evaluation of a comparative study of using a variety of sociological concepts to analyse impacts on clients in justice services and develop appropriate responses
- evaluation of project on inequality and power structures that maintain inequality
- evaluation of research project into social planning and policies

- review of portfolio of research into equality opportunity legislation and policies in the context of gender roles, employment, marginality and exclusion
- practical exercises finding and applying criminal statistics
- practical exercises
- case studies
- observation
- written and oral questioning
- presentations
- third party reports

Guidance information for  
assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.

## VU21925: Research criminology and crime prevention for application to practice within justice environments

### Unit Descriptor

This unit describes the skills and knowledge required to research crime prevention principles and strategies across a range of justice environments. The unit requires research and evaluation of criminology theory and body of knowledge for appropriate application to practice across a range of justice contexts.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers responsible for implementing effective crime prevention strategies within justice environments. Typically, practitioners will have a working knowledge of criminology theory and practice, as well as current debate on causes of crime, victimology and crime prevention either to inform policy and support strategic development and practice.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |  |  |
|--|--|
| <p>1. Research and review historical and current approaches to criminology</p> | <p>1.1 Research, <b><i>critically analyse</i></b> and discuss key <b><i>vocabulary</i></b> and <b><i>theoretical framework of criminology</i></b></p> <p>1.2 Research, critically analyse and debate theories of <b><i>criminality</i></b>, including patterns and social correlates of major forms of criminal behaviour</p> <p>1.3 Research, critically analyse and debate theories of <b><i>victimology</i></b></p> <p>1.4 Outline and evaluate links between criminology and <b><i>policy making</i></b></p> |
| <p>2. Analyse crime in Victoria</p>  | <p>2.1 Research, compare and evaluate nature, extent and patterns of crime internationally, in Australia and in Victoria</p> <p>2.2 Critically evaluate <b><i>validity of crime statistics</i></b> in reporting of crime</p> <p>2.3 Analyse <b><i>role of criminal profiling</i></b> and its relevance to criminal investigation</p>   |

- 2.4 Investigate and evaluate ***offender rehabilitation programs***
- 3. Research and review crime prevention strategies for application to practice
  - 3.1 Critically analyse and debate application of victimology theory to ***crime prevention strategies***
  - 3.2 Critically analyse and debate ***application of key criminological theories*** to crime prevention strategies
  - 3.3 Review application of strategies to inform future practice

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- communication skills to evaluate efficacy of crime prevention strategies to engage stakeholders
- research and analytical skills to determine effective application of criminology principles and practice and crime prevention strategies
- risk management skills to identify risks, contingencies and opportunities for improvement in crime prevention

### Required Knowledge

- relevant international, Federal and State legislative requirements and provisions
- research methodologies
- historical perspectives on criminology, causes of crime and crime prevention
- current theories and debates on criminology and crime prevention
- current theories on victimology and their application to crime prevention

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Critically analyse*** may refer to:

- application of range of critical theories that seek to uncover social structural power inequalities and ideologies, including:
  - feminism
  - neo-Marxism
  - queer theory
  - structural race theories
  - work of the Frankfurt school of social enquiry

- Vocabulary** may include:
- Key sociological terms and definitions relevant to critical analysis of criminological theory and practice, such as:
    - aetiology/etiology
    - causal relationships
    - objectivity
    - subjectivity
    - cultural production
    - hegemony
    - ideology
    - identity and alienation
    - deviance
    - pathology
    - crime
    - empiricism
  - legal, as opposed to sociological, definition of crime

**Theoretical framework of criminology** may include:

- main components of criminology, such as:
  - criminal statistics
  - sociology of law
  - aetiology of crime
  - criminal behaviour systems
  - victimology
- crime prevention strategy
- role of sociology
- interdisciplinary nature of criminology
- diverse approaches to the study of crime
- historical evolution of criminology and the lasting influence of assumptions and policy on the present, such as:
  - early approaches to crime and punishment, including:
    - Sumerian
    - Babylonian
    - Hebrew
    - Roman
  - eighteenth century classical school of criminology
  - nineteenth century positivist approach to criminology
  - late nineteenth and early twentieth century sociological and psychological contributions to understanding criminality
  - impact of late twentieth century versions of Marxism, feminism and other social theory

- major criminological theories, such as:
  - classical
  - positivist
  - strain
  - labelling
  - conflict
- links between criminological theories and policy development

**Criminality** may include:

- major forms of criminal behaviour, such as:
  - violence, assault robbery, rape and murder
  - family violence and child abuse
  - hate crimes, mass murder, terrorism
  - cyber-crime
  - property crime, such as:
    - arson, burglary, theft, shoplifting, forgery, credit card frauds, con games
  - corporate and white-collar crime
  - organised crime
  - public order crimes, such as:
    - gambling
    - prostitution
    - pornography
- known patterns and social correlates of criminal behaviour, such as dynamics of violence
- major theories on criminality and causes of crime, including:
  - aetiology of criminality
  - psychological/mental disorder theories of crime
  - links between genetic/physical factors and causes of crime
  - evolutionary theories
  - biobehavioural/biochemical/drugs/alcohol causality factors
  - environmental/socio-economic causality factors

**Victimology** may include:

- theories of victimisation and re-victimisation
- nature of victims
- correlates of victimisation
- role of victim in criminal process
- debates about existence of victimless crime
- social and economic costs of the major forms of crime in Australian society

- known patterns and correlates of 'victimisation' according to:
  - age socio-economic status
  - marital status
  - gender
  - residential location
  - social relationship
- major theories of victimisation, such as:
  - the ideal victim
  - routine activities theory
  - lifestyle theory; victim precipitation
  - deviant place theory
- debates about ability of the criminal justice system to provide justice for victims of crime

**Policy making** may include:

- policy development informed by criminological study of:
  - causes of crime
  - analysis of risk factors associated with criminality, such as:
    - parental and family dysfunction
    - school environment dysfunction
    - pre and postpartum depression
  - factors associated with antisocial and criminal behaviours
  - risk factors as pathways to criminal behaviour
  - relationships between risk factors, causal pathways and criminal behaviour
- policy development, such as:
  - early intervention approaches
  - developmental prevention
  - crime prevention

**Validity** may refer to:

- accuracy and inaccuracy of sources of crime statistics
- accuracy and inaccuracy of reporting crime
- problems with accurate crime reporting associated with:
  - race
  - gender
  - age
  - ethnicity
  - kin
- victim-associated barriers to the accurate reporting of crime
- organisational factors that affect the accurate reporting of crime

***Crime statistics*** may include:

- sources of crime statistics, including information on:
  - nature of offence
  - location of offence
  - gender of offender/s
  - socio-economic status of offender/s
  - age of offender/s
- 'dark figure' of crime statistics
- statistics methodologies, such as:
  - ecological approach
  - frequency analysis
  - descriptive
  - inferential
  - scientific
  - empiricist

***Role of criminal profiling*** may include:

- concept of criminal profiling
- process of criminal profiling
- role of criminal profiling in dealing with specific types of criminal behaviour
- advantages and disadvantages of criminal profiling as an investigative research tool

***Offender rehabilitation programs*** may include:

- current rehabilitation programs used in Australia and internationally
- key aims of rehabilitation programs used within prisons
- efficacy of rehabilitation programs used within prisons
- link between criminological theory and rehabilitation programs
- link between crime prevention strategies and rehabilitation programs

**Crime prevention****strategies** may include:

- early intervention approaches
- developmental prevention
- pre- and postnatal theories and their contribution to the prevention of crime
- compensation and implications for crime prevention strategies
- deterrent of punishment
- target-hardening approaches
- technology used to control/reduce opportunity for crime, such as:
  - surveillance
  - detection
  - architectural design to reduce risk/increase safety
  - environment design/ urban planning to reduce risk/increase safety

**Application of key****criminological theories**

may include:

- use of statistics on crime patterns
- use of criminal profiling
- design of crime prevention strategies based on criminological analysis of:
  - current trends, patterns and extent of crime
  - analysis of statistics on crime patterns
  - crime mapping and re-victimisation surveys
  - criminality
  - causes of crime
- broken windows theory

**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- researching and critically analysing criminological theoretical framework and its application across a range of approaches
- evaluating crime prevention strategies relevant to a justice environment
- knowledge of criminology and victimology theories and its application to crime prevention

Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"><li>• activities are related to a Justice environment context</li></ul> <p>Resources implications for assessment may include:</p> <ul style="list-style-type: none"><li>• access to relevant international, Federal, State and local legislative and regulatory requirements and provisions</li><li>• access to relevant social theory, ethical principles, codes of practices, organisational policies and practices</li><li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li></ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"><li>• evaluation of project into criminality and crime prevention in Victoria across a range of justice contexts</li><li>• evaluation of a project into application of victimology theory to crime prevention strategy design</li><li>• evaluation of a project into application of criminology theory to crime prevention strategy design</li><li>• evaluation of research project into historical development of criminology</li><li>• review of portfolio of research into relationship between sociology and development of criminological theory and policy development</li><li>• case studies</li><li>• role plays</li><li>• practical exercises</li><li>• observation</li><li>• oral and written questioning</li><li>• presentations</li><li>• third party reports</li><li>• testing</li></ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate. Suggested units may include but are not limited to:</p> <ul style="list-style-type: none"><li>◦ <i>VU21922 Apply research techniques within justice contexts</i></li></ul>

## VU21926: Research human rights principles within justice environments

### Unit Descriptor

This unit describes the skills and knowledge required to research legal advocacy and enforcement of human rights within justice contexts.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers responsible for applying human rights principles and advocacy strategies for clients across a range of justice environments. Typically, practitioners work with individuals or groups who are disadvantaged, marginalised or in a minority in relation to access to representation.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <b><i>bold italicised</i></b> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review human rights protection in Australia	<p>1.1 Research the <b><i>development of national and international human rights</i></b>, including perspectives, legislation, treaties, conventions and protocols</p> <p>1.2 Identify the impact of <b><i>Australian dualist traditions of law</i></b> in implementing and upholding humans rights protections and instruments</p> <p>1.3 Identify and critique Federal and State <b><i>legislation</i></b> and <b><i>system of courts and tribunals</i></b> designed to deal with human rights issues</p>
2. Respond to justice enforcement issues in relation to human rights violations	<p>2.1 Examine legislation and <b><i>inter-jurisdictional processes</i></b> regarding <b><i>human rights violations</i></b></p> <p>2.2 Identify <b><i>issues for justice workers</i></b> in responding to human rights violations and apply appropriate responses</p> <p>2.3 Identify differences between people smuggling and people trafficking and critically evaluate relevant government policy</p> <p>2.4 Identify factors affecting asylum seekers and refugees</p>

- |  |   |
|--|---|
| <p>3. Develop advocacy strategies for groups and individuals experiencing inequality</p> | <p>3.1 Identify <b>groups</b> who experience human rights issues of inequality or marginalisation in Australian society</p> <p>3.2 Evaluate and <b>research models</b> that inform <b>human rights advocacy strategies</b> within justice contexts</p> <p>3.3 Determine and apply advocacy strategies</p> |
|--|---|

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- research and analysis skills to identify, source, document, evaluate theories, practices relevant to human rights principles and advocacy
- interpersonal skills to identify and respond to stakeholder requirements in human rights principles and advocacy
- advocacy skills to promote human rights in justice environments

### Required Knowledge

- relevant International, Federal and State government legislative requirements and provisions
- relevant research on policies for implementing effective human rights responses within justice contexts

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

**Development of national and international human rights** may include:

- political and social historical conjunctures pertaining to attainment of liberty, justice, equality, franchise, human rights, opportunity, franchise and so on that have direct impact on Australian perspectives on human rights
- formation of the United Nations
- history of United Nations actions on human rights, such as:
  - UN Universal Declaration of Human Rights
  - Geneva Conventions
  - UN Convention on minimum standards for prisoners
  - UN Convention on the Elimination of Trafficking of Women and Children
  - UN Protocols on the Trafficking of Women and Children for the Sex Trade
  - UN Convention on the Rights of Child
  - UN Protocol on the Elimination of Child Soldiers

	<ul style="list-style-type: none"> <li>◦ UN Convention for the Elimination of Slavery</li> <li>• development of, and differences between, declarations, treaties , conventions and protocols</li> <li>• International Labour Organisation (ILO)</li> <li>• International Criminal Court (ICC)</li> </ul>
<b>Australian dualist traditions of law</b> may include:	<ul style="list-style-type: none"> <li>• application of international law to the Australian domestic legal system</li> <li>• Legal obligations for treaties, conventions and protocols</li> <li>• human rights internationalism</li> <li>• monist system</li> <li>• comparison with monist traditions of law, such as: Swiss example</li> <li>• debates in favour of either monist or dualist traditions</li> <li>• cultural perspectives on the interpretation of human rights provisions in Australia</li> <li>• cultural relativism and universalism</li> </ul>
<b>Legislation [human rights]</b> may include:	<ul style="list-style-type: none"> <li>• Victorian Charter</li> <li>• ACT legislation</li> <li>• Any future Charters/Acts in Australia</li> </ul>
<b>System of courts and tribunals</b> may include:	<ul style="list-style-type: none"> <li>• Victorian Civil and Administration Tribunal (VCAT)</li> <li>• County and Supreme Courts of Victoria</li> <li>• High Court of Australia</li> <li>• Victorian Human Rights and Equal Opportunity Commission Act (VHREOC)</li> <li>• Human Rights and Equal Opportunity Commission Act (HREOC)</li> </ul>
<b>Inter-jurisdictional processes</b> may include:	<ul style="list-style-type: none"> <li>• Customs and Federal laws</li> <li>• interpretation of State legislation</li> <li>• processes regarding trafficking for: <ul style="list-style-type: none"> <li>◦ adult sex-work</li> <li>◦ child sex-slavery</li> <li>◦ forced labour</li> <li>◦ other labour</li> </ul> </li> <li>• legislation and protocols regarding people trafficking of refugees as opposed to illegal entries to Australia</li> </ul>
<b>Human right violation</b> may include:	<ul style="list-style-type: none"> <li>• trafficking of people</li> <li>• terrorism</li> <li>• slavery</li> <li>• genocide</li> </ul>

***Issues for justice workers***

may include:

- political ostracise or abuse
- violence
- cultural difference
- psychological effects of previous human rights violations of refugee, such as:
  - abusive power/authority over
  - experience as child soldiers
  - warfare
  - subjugation
  - deprivation
  - persecution
  - imprisonment
  - torture
  - execution of family/friends
  - nature of journey to Australia
- Australian versus country of origin concepts of authority both as a result of human rights violations and cultural difference, such as:
  - uniform worn by justice workers triggering fear based on past experience
  - children who have been soldiers
  - power relations (control mechanisms) of political regime
  - restrictions of expression and movement by authority figures
- Australian law contradistinction with country of origin laws in areas such as:
  - arranged marriage
  - retribution and revenge practices
  - religious adherences that violate Australian law
  - female circumcision
  - incest
  - bigamy
  - child employment/labour
- marginalisation of people due to prejudice, racism and legislation
- inequality in access to resources for marginalised social sub-groups

**Groups** may refer to:

- people who experience diminished human rights through inequality and/or marginalisation, such as:
  - elderly people
  - Indigenous people
  - young people
  - homeless people
  - people with disability
  - sexually diverse groups
  - asylum seekers and refugees
  - culturally and linguistically diverse groups
  - lesbian, gay, bisexual, transgender and intersex (LGBTI)

**Research models** may include:

- sociological approaches to cultural, ideological and/or institutional responses to difference that result in inequality and diminished human rights, such as:
  - critical analysis of institutions, such as:
    - family
    - the Law
    - education
    - the media
    - the economic system
- evidence-based research into cause and effect of human rights issues
- evidence-based research into relationship between limited access to resources through inequality and/or marginalisation and human rights
- theories of power relations
- application of social theory to strategies in justice contexts

**Human rights advocacy strategies** may include:

- strategies to promote human rights in justice contexts, such as:
  - organisational policy development
  - representation to agencies within legal environment
  - organisational restructuring
  - lobbying government
  - community/organisational education
  - law reform
  - professional networking and alliance building
  - provoking debate among practitioners
  - negotiating implementation of changes to practices, policies and procedures to promote human rights
  - developing, negotiating, and promoting critical analysis skills to guide organisational and personal practice

- identifying potential sources of conflict with holders of power and planning to address such conflict
- strategies that:
  - are informed by relevant critical theory
  - describe preferred:
    - relations
    - roles
    - rules
    - goals
    - norms
    - beliefs
  - articulate relationship with organisational environment
  - address power relations
  - address relations with clients and other agencies
  - engage and support groups experiencing inequality

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- applying principles and processes of human rights instruments
- determining and applying advocacy strategies to promote human rights for people experiencing inequality and/or marginalisation
- knowledge of legislation, declarations, conventions, treaties and protocols relevant to Australian approaches to human rights

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

- access to relevant legislation, declarations, conventions treaties and protocols
- access to relevant research, policies and processes in relation to human rights issues
- access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:

- evaluation of action learning project into implementation of advocacy strategies within a justice environment to support people experience human rights issues
- evaluation of research project into development of human rights, role of the United Nations and current debates on dualist/monist traditions of law
- review of portfolio of research into differences between various human rights provisions, such as: declarations, protocols, treaties, conventions and legislation
- case studies
- practical exercises
- observation
- oral and written questioning
- presentations
- third party reports
- testing

Guidance information for assessment

- Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.

## VU21927: Apply psychological concepts and principles within justice environments

### Unit Descriptor

This unit describes the skills and knowledge required to identify and address psychological issues related to offenders and victims, within the criminal justice contexts, through recognition and immediate response of counselling and support, to long-term response through referral and management of treatment programs.

*Students are required use the American Psychological Association (APA) referencing system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers required to identify and respond via referral to immediate client needs across a wide range of justice contexts and environments. Typically practitioners are called upon to recognise and respond to immediate and daily psychological needs of offenders through appropriate referral, in conjunction with managing referral and longer-term treatment options.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <b><i>bold italicised</i></b> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Research major psychological theories that explain offending behaviour	<p>1.1 Research and analyse core concepts of <b><i>personality theories</i></b></p> <p>1.2 Research and critically analyse core concepts of <b><i>human development theories</i></b></p> <p>1.3 Examine contemporary <b><i>psychological theories</i></b> that explain offending behaviour for application to working with clients in justice contexts</p>
2. Apply counselling strategies to managing offenders in justice contexts	<p>2.1 Identify <b><i>key stages in counselling process</i></b></p> <p>2.2 Examine core concepts of <b><i>counselling theories and methodologies</i></b> and develop referral strategies to address offending behaviour</p> <p>2.3 Explore <b><i>strategies for working with involuntary clients</i></b></p> <p>2.4 Apply relevant <b><i>counselling strategies informed by psychological theory</i></b></p> <p>2.5 Determine and apply counselling strategies for responding to immediate needs of offenders in consultation with <b><i>relevant people</i></b> and according to <b><i>organisational and legislative requirements</i></b></p>

- |   |  |
|---|--|
| 3. Develop, monitor and review treatment plan | 3.1 Critically examine key <b><i>criminogenic and non-criminogenic factors and behaviours</i></b> prevalent in the offender population to inform the development of <b><i>treatment plan</i></b> |
|   | 3.2 Analyse and incorporate the needs of <b><i>specialised groups</i></b> into treatment plan  |
|   | 3.3 Investigate and evaluate available <b><i>treatment programs</i></b> and referral options for both custodial and non-custodial offenders for inclusion in treatment plan                      |
|   | 3.4 <b><i>Monitor</i></b> treatment plan and <b><i>review outcomes</i></b> to inform future practice, assist with rehabilitation, and reduce probability of recidivism                           |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- communication and counselling skills to engage involuntary clients' participation
- critical analysis skills to:
  - identify, source, document, and evaluate perspectives and practices relevant to application of psychological concepts to counselling and treatment planning for offenders
- analytical skills to:
  - determine effective offender treatment planning, monitoring and review
  - select and apply best-fit counselling strategies
  - evaluate efficacy of treatment plan
- organisational skills to develop and manage timelines and agreed outcomes
- critical reflection and problem-solving skills to manage own values and beliefs and value conflicts with clients

### Required Knowledge

- major psychological approaches to understanding human behaviour and life-stage development
- psychological theories on factors that influence, shape and/or determine personality development
- contemporary concepts on causality of offending
- characteristics and issues of identified client population
- contemporary debates and discourse on categorisation of specialised groups in the justice environment
- contemporary debates and discourse on counselling theories and practices to assist with rehabilitation and reduce the probability of recidivism

- contemporary debates and discourse on trends in treatment options
- range of offender treatment options, programs, services and resources available to clients
- American Psychological Association (APA) referencing system
- safe work practices applicable to treatment planning

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Personality theories*** may include:

- psychodynamic theory
- behavioural theory
- cognitive theory
- learning theory
- humanistic theory
- trait theory

***Human development theories*** may include:

- Erikson's Theory of Psychosocial Development
- Freud's Stages of Psychosexual Development
- Piaget's Theory of Cognitive Development
- Kohlberg's Stages of Moral Development

***Psychological theories*** may include:

- psychoanalysis, such as:
  - Freud
  - Jung
  - Adler
  - Woodman
  - Johnson
- humanist, such as:
  - Rogers
  - Perls
  - Yalom
  - May
  - Frankl
- cognitive, such as:
  - Ellis
  - Beck
  - Cognitive dissonance theory
- learning, such as:
  - Bandura
- behaviourism, such as:

- Watson
  - Skinner
  - psychological models of offender profiling
  - forensic psychology
- Key stages in counselling process** may include:
- Egan's stages of counselling
  - relationship and rapport building
  - assessment
  - establishing goals
  - termination
- Counselling theories and methodologies** may include:
- application of psychological theories
  - person-centred therapy
  - solution-focused therapy
  - Maslow's hierarchy of needs
  - motivational interviewing
  - cognitive-behavioural therapy
  - Gestalt therapy
  - narrative therapy
  - crisis intervention models
- Strategies for working with involuntary clients** may include:
- solution-focused therapy
  - motivational interviewing
  - conflict resolution methodologies
- Counselling strategies informed by psychological theory** may include:
- counselling guidelines and protocols, such as:
    - privacy and confidentiality
    - statutory reporting requirements
  - engagement techniques, such as:
    - developing empathy
    - building rapport
    - active listening
  - micro-skills, such as:
    - open and closed questions
    - paraphrasing
    - summarising
    - prompting
  - joint decision making
  - problem-solving methodologies

**Relevant people** may include:

- developing agreed and realistic goals
- setting of boundaries
- staff
- colleagues
- clients
- management
- community representatives
- experts
- advisors
- sector professionals
- consultants
- health and help agencies
- feminist-informed women's services and advocacy agencies
- regulators
- Indigenous organisations
- Cultural And Linguistically Diverse (CALD) organisations
- lesbian, gay, bisexual, transgender, intersex (LGBTI) organisations
- disability rights agencies
- community legal centres

**Organisational [requirements]** may include:

- policies , procedures and protocols, such as:
  - self-care and debriefing
  - approaches to:
    - therapeutic jurisprudence
    - risk management
    - service provision
    - case management
    - safety planning
    - referral
    - reporting
    - privacy, ethics and codes of practice
  - formal and informal decision making processes
  - formal and informal policies
  - accountability mechanisms
  - organisational procedures

- mechanisms that ensure treatment option is co-ordinated and appropriate action and support is provided and monitored

**Legislative requirements** may include:

- relevant international, Federal and State legislative and statutory requirements and provisions

**Criminogenic and non-criminogenic factors and behaviours** may include:

- criminogenic factors:
  - involvement with criminal associates
  - anti-social attitudes
  - anti-social personality patterns, such as:
    - lack of self-control
    - risk taking
    - impulsiveness
    - poor problem-solving abilities
    - lack of empathy
    - anger and hostility issues
  - pro-criminal attitudes
  - factor in offending, such as:
    - drugs and alcohol abuse
    - mental health issues
  - mood states previously associated with offending
  - direct access to previous victims
  - inability or unwillingness to think about the consequences of actions
  - lacking pro-social attitudes
- non-criminogenic factors -non-predictive of re-offending factors, such as:
  - financial pressures
  - social or family pressure
  - social isolation
  - unstable accommodation or homelessness
  - illiteracy or language difficulties
  - inadequate education
  - poor employment history
  - lacking job skills or work experience
  - lacking pro-social family or associates
  - lacking pro-social leisure activities
  - lacking identity documentation

- inadequate or unstable outcome
- physical or mental barriers to undertaking rehabilitation programs
- anxiety
- stress
- low self-esteem
- intelligence
- physical health
- mental health

**Treatment plan** may include:

- plan of treatment informed by psychological theories and principles that aims to address offender issues, such as:
  - psychological
  - physical
  - assist with rehabilitation
  - reduce probability of recidivism
  - incorporates critical approach to:
    - clients' complex needs
    - service provision
    - risk management
    - safety planning
    - relationship with organisational environment

**Specialised groups** may include:

- sex offenders
- aggressive offenders
- women offenders
- culturally and linguistically diverse offenders
- offenders as victims
- offenders with disabilities, such as:
  - intellectual
  - physical
  - acquired brain injuries
- offenders with mental health issues
- offenders who use alcohol and/or other drugs

**Treatment programs**

may include:

- cognitive behaviour programs
- sex-offender programs
- drug and alcohol programs
- violence prevention programs

**Monitor** may refer to:

- formal and informal record keeping
- formal and informal reporting procedures
- formal and informal feedback from:
  - client
  - colleagues
  - external agencies and service providers

**Review outcomes** may include:

- client outcomes, such as:
  - reduced probability of recidivism
  - rehabilitation
  - improved capacity to make own decisions and implement them
  - improvement in mental health
  - improvement in physical health
  - improved relationships
  - conceptual tools and understanding
- review processes, such as:
  - protocols, policies and procedures audit, such as:
    - privacy and confidentiality
    - reporting procedures
    - legislative and statutory requirements
  - review report allowing for results to be reviewed against prioritised goals
  - summative evaluation
  - formative evaluation
  - feedback from stakeholders and peers
  - reflexive praxis where future decisions are made using information gained through monitoring

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must provide evidence of:</p> <ul style="list-style-type: none"><li>• referencing counselling strategies to address offender needs across a range of justice contexts</li><li>• determining and applying an offender treatment referral plan designed to address offender issues, assist with rehabilitation, and reduce probability of recidivism</li><li>• knowledge of current theories, approaches, debates and practice developments on the application of psychological concepts and principles to justice contexts</li><li>• knowledge of relevant legislative and statutory requirements</li></ul>
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"><li>• activities are related to a Justice environment context</li></ul> <p>Resources implications for assessment may include:</p> <ul style="list-style-type: none"><li>• access to relevant organisational policies and procedures, current theories, approaches, debates and practice developments, American Psychological Association (APA) referencing system</li><li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li></ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"><li>• evaluation of project in offender treatment planning</li><li>• evaluation of research project into psychological concepts and principles and their application to analysis of criminality and offender behaviour</li><li>• review of portfolio of research into treatment programs and their efficacy in rehabilitation and/or reduction of probability of recidivism</li><li>• practical exercises in counselling strategies</li><li>• case studies</li><li>• role plays</li><li>• observation</li><li>• oral and written questioning</li><li>• presentations</li><li>• third party reports</li><li>• testing</li></ul>

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.

Suggested units may include but are not limited to:

- *VU21928 Identify and respond to client complex issues within a criminal justice environment*
- *VU21929: Undertake case-management in a justice environment*

## VU21928: Identify and respond to complex issues within a criminal justice environment

### Unit Descriptor

This unit describes the skills and knowledge required to recognise, respond and refer clients presenting with a range of complex issues within justice contexts.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers responsible for making decisions on immediate, and long-term service requirements for special needs offenders and victims of crime.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |  |  |
|--|--|
| 1. Examine complex issues faced by clients presenting for justice services | 1.1 Identify <b><i>complex psychological issues</i></b> and <b><i>associated behaviours</i></b> that impact on youth and adult offenders and other clients presenting for justice services |
|  | 1.2 Analyse <b><i>contemporary theories on the causes and treatment of psychological issues</i></b> for application to practice  |
|  | 1.3 Analyse <b><i>key complexities of alcohol and other drugs use</i></b> by offenders and other clients presenting for justice services for application to practice                       |
|  | 1.4 Identify and evaluate <b><i>indicators of complex issues</i></b> in individuals and strategies to assist them to recognise complex issues in themselves                                |
| 2. Respond to client complex issues within justice environments            | 2.1 Identify appropriate response strategies that address values, attitudes, beliefs and stigmas about working with complex client issues  |
|  | 2.2 Practice ethical requirements for working in the justice environment   |
|  | 2.3 Undertake <b><i>critical self-reflection</i></b> relevant to the role of the justice worker when responding to a range of complex issues   |
|  | 2.4 Develop and maintain collaborative relationships with a <b><i>range of relevant professionals</i></b>  |

- 2.5 Make **referrals** to relevant support service/s and provide **information** to both client and service personnel in accordance with ethical, organisational and legislative requirements
- 3. Monitor and review response strategies
  - 3.1 Develop, practise and monitor **self-care strategies and frameworks** for working with client complex issues
  - 3.2 Regularly **monitor** services, support and resources against planned goals and objectives
  - 3.3 **Critically review outcomes** and document findings in accordance with American Psychological Association (APA) referencing system, organisational and legislative requirements and use findings to inform future practice

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- Interpersonal, communication and counselling skills to:
  - work cooperatively with a wide range of clients in the criminal justice system
  - engage clients with multiple and complex issues
- analytical skills to identify, source, document, and evaluate practices relevant to responding to clients with complex needs
- writing skills to prepare documents and reports
- critical reflection skills to:
  - manage own values and beliefs and value conflicts with clients
  - develop effective self-care approaches

### Required Knowledge

- psychological theories on factors that influence, shape and/or determine mental illness
- psychological theories on key indicators of mental illness and substance abuse and addiction
- relevant treatment orders in the criminal justice system
- counselling theories and referral practices
- trends in treatment options
- on models of crisis intervention
- range of treatment options, programs, services and resources available to clients
- APA referencing system

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Complex psychological issues*** may include:

- mental health issues such as:
  - depression
  - bi-polar disorder
  - anxiety
  - psychosis
  - schizophrenia
  - post-traumatic stress disorder
  - borderline personality disorder
  - anti-social personality disorder
  - suicide and self-harm
- acquired brain injury
- intellectual disability
- addiction
- trauma responses
- suicide and self-harm
- mental health disorders
- acquired brain injury
- abuse and domestic violence
- alcohol and other drugs
- other issues related to violence
- mental illness
- causes of mental illness amongst offenders

***Associated behaviours*** may include:

- effects of social stigma associated with mental illness
- sexual assault
- suicide
- self-harm
- patterns of alcohol use
- patterns of drug use
- effects of alcohol and drug abuse

***Contemporary theories on the causes and treatment of psychological issues*** may include:

- psychoanalysis, such as:
  - Freud
  - Jung
  - Adler
  - Woodman

- Johnson
- defence mechanisms, such as:
  - Munsterberg
- humanist, such as:
  - Rogers
  - Perls
  - Yalom
  - May
  - Frankl
- cognitive, such as:
  - Ellis
  - Beck
  - Cognitive dissonance theory
- behaviourism, such as:
  - Watson
  - Skinner
- ego psychology
- psychopathology
- psychological models of offender profiling
- forensic psychology

***Key complexities of alcohol and other drugs use*** may include:

- dynamics of addiction to substances
- type of substance abuse
- behaviours that result from substance abuse

***Indicators of complex issues*** may include:

- use of violence:
  - physical
  - verbal
  - psychological
- poor impulse control
- complex behaviours
- abnormal behaviours
- risk factors for suicide
- victimisation

***Critical self-reflection*** may include:

- use of critical social theory(ies) to analyse own professional practice
- analysis of own place in relation to:
  - intra and inter organisational power relationships

- 
- debates and policy critiques of family violence
  - feminist and other critical theories
  - power relations in everyday work practices
  - ideologies related to mental illness
  - approaches to self-reflection
- Range of relevant professionals** may include:
- psychologists
  - mental health workers
  - doctors
  - prison officers
  - case managers
  - judiciary
  - court liaison officers
  - lawyers
  - mental health practitioner/s appointed by court
  - police
  - local and specialist support services
- Referrals** may include:
- organisation frameworks to:
    - assist in communicating with clients to gather information
    - conduct preliminary enquiries to assist in appropriate referral
  - local and specialist support services
  - appropriate agencies, i.e. critical analysis of attitude versus behavioural change programmes
- Information** may include:
- information provided to support service, such as:
    - confidential client information
    - reports and case notes
    - proposed course of action
  - information provided to client, such as:
    - appointment dates and times, locations and follow up appointments
    - information on nature of service and what to expect
    - appeals and complaints mechanisms
    - checks that information is understood
- Self-care strategies and frameworks** may include:
- socially informed self-care approach, such as:
    - being aware of risk of self-surveillance
    - approach to self-care that considers structural and institutional constraints and recognises contradictory and fragmented concepts of self
  - stress management

	<ul style="list-style-type: none"> <li>• debriefing mechanisms</li> </ul>
<b>Monitor</b> may refer to:	<ul style="list-style-type: none"> <li>• privacy issues of own and support agency</li> <li>• regular monitoring</li> <li>• record keeping</li> <li>• reporting systems</li> <li>• progress journal</li> <li>• reflective journal</li> <li>• documents, charts and templates designed to map progress</li> <li>• forms or reports for feedback from relevant people</li> </ul>
<b>Critically review outcomes</b> may include:	<ul style="list-style-type: none"> <li>• review of report allowing for results to be reviewed against prioritised goals</li> <li>• summative evaluation</li> <li>• formative evaluation</li> <li>• feedback from stakeholders and peers</li> <li>• reflexive praxis where future decisions are made using information gained through monitoring</li> <li>• client outcomes such as:             <ul style="list-style-type: none"> <li>◦ reduced probability of relapse</li> <li>◦ rehabilitation</li> <li>◦ improved capacity to make own decisions and implement them</li> </ul> </li> </ul>

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must provide evidence of:</p> <ul style="list-style-type: none"> <li>• recognising and responding to client complex issues according to organisational and legislative requirements</li> <li>• knowledge of current theories, approaches, and practices about effective responses to client complex issues in justice contexts</li> <li>• knowledge of relevant legislative and statutory requirements</li> </ul>
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• activities are related to a Justice environment context</li> </ul> <p>Resources implications for assessment may include:</p>

	<ul style="list-style-type: none"><li>• access to relevant psychological theories, approaches, debates, organisational policies and procedures and the American Psychological Association (APA) referencing system</li><li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li></ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"><li>• evaluation of an action learning project on recognition and response strategies to complex client needs within justice contexts</li><li>• evaluation of research project in complex issues faced by clients presenting for justice services</li><li>• evaluation of research project into causes and effects of alcohol and other drug use with particular reference to offenders within the Victorian criminal justice system</li><li>• review of portfolio of research into special service provisions and their efficacy in treating client complex issues</li><li>• practical exercises in response strategies</li><li>• case studies</li><li>• role plays</li><li>• observation</li><li>• oral and written questioning</li><li>• presentations</li><li>• third party reports</li><li>• testing</li></ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate. Suggested units may include but are not limited to:</p> <ul style="list-style-type: none"><li>◦ <i>VU21927: Apply psychological concepts and principles within justice environments</i></li><li>◦ <i>VU21929: Undertake case-management in a justice environment</i></li></ul>

## VU21929: Undertake case-management in a justice environment

### Unit Descriptor

This unit describes the skills and knowledge required to conduct client assessment, plan, implement and monitor suitable case-management for clients within justice contexts.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice officers/case managers responsible for conducting client assessment and subsequently developing, implementing and monitoring and reviewing case-management plans within justice environment contexts.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |   |  |
|---|--|
| 1. Review case-management process in legal environments | 1.1 Research current <b><i>approaches</i></b> to <b><i>case-management processes</i></b><br>1.2 Identify <b><i>complex client issues</i></b> and research <b><i>appropriate responses</i></b> in justice contexts<br>1.3 Address complex legal, ethical issues pertaining to aspects of case-management process<br>1.4 Establish <b><i>processes for monitoring and changing case-management plan</i></b> in accordance with <b><i>organisational requirements</i></b>   |
| 2. Conduct client assessment and determine requirements | 2.1 Undertake <b><i>critical review of assessment processes and protocols</i></b> to inform preparation for assessment<br>2.2 Identify appropriate interview and <b><i>communication strategies</i></b> to assist client engagement and collaboration<br>2.3 Provide appropriate referrals, information and advocacy in accordance with ethical, organisational and <b><i>legislative requirements</i></b><br>2.4 Record client assessment information in accordance with ethical, organisational and legislative requirements |

- |   |   |
|---|---|
| 3. Develop and implement case-management plan | 3.1 Access and use relevant client assessment information to inform case-management plan<br>3.2 Develop client management plan and set goals, in conjunction with client<br>3.3 Determine the level of case-management support required to implement case-management plan in consultation with relevant people<br>3.4 Identify appropriate collaborative relationships with other support/treatment services to ensure high-quality client outcomes |
| 4. Monitor and review case-management         | 4.1 Develop strategies to monitor planned services, support and resources against planned goals and objectives<br>4.2 Implement periodic adjustments to services, supports and resources, as required to best meet client-identified goals<br>4.3 Evaluate <b>client outcomes</b> , where possible in conjunction with client and use findings to inform future practice  |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- communication skills to:
  - conduct client assessment interviews that engage client participation and decision making
  - develop case-management processes that address complex client needs
- case management skills that:
  - are informed by analysis of diversity, complexity and client-centred approaches
  - include planning, monitoring and review
  - entail the evaluation of the case-management plan

### Required Knowledge

- relevant international, Federal and State government legislative requirements and provisions
- relevant theory and its application to case-management in justice environments
- critical analysis of case-management models and practices
- characteristics and issues of identified client population
- range of services and resources available to clients

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

- Approaches*** may refer to:
- theory and practice frameworks
  - client-centred
  - application of social theory
  - theory-driven /practice-driven approaches
  - application of link between theory and practice such as:
    - an approach to choosing and applying knowledge or theories that recognises the case management practice within justice context paradigm
    - critical understanding of theory-practice relationship in human service work
  - range of hegemonic ideas, ideologies and assumptions encompassed in common approaches, including:
    - best practice
    - effectiveness and efficiency
    - evidence-based practice
    - social inclusion/exclusion
    - risk management
    - attachment models

- Case-management processes*** may include:
- goal setting
  - treatment/action planning
  - time frames
  - timelines, targets, and milestones
  - formal and ad hoc on-going review points
  - monitoring processes
  - record keeping and documentation requirements, such as:
    - case notes
    - case plan reports
  - budgetary requirements
  - funding
  - interpersonal communication strategies
  - use of social support
  - complex legal and ethical issues
  - contingencies, such as:
    - failure of process

- complaints
- complaints and appeals procedures
- strategies for achieving outcomes, such as:
  - task-centred practice
  - client-centred practice
  - problem-solving strategies
  - awareness and responses client diversity and complexity of clients' experiences
  - five phase approach to problem-solving:
    - phase 1: Assessment
    - phase 2: Setting Objectives
    - phase 3: Planning Interventions
    - phase 4: Monitoring and Implementing Interventions
    - phase 5: Termination
- strategies for dealing with complex and high risk situations
- case closure procedures

***Complex client issues***  
may include:

- where a number of different organisations are providing support
- people for whom immediate social context has impact in linear or non-linear ways
- special needs of clients, such as:
  - mental impairment
  - age
  - complex physical
  - complex psychological issues / forensic clients
  - chronic and serious drug addiction
- people who have been involved with protective and custodial agencies over a length and/or sustained period

***Appropriate responses***  
may include:

- treatment options
- assessment tools and treatment options for forensic clients /clients with psychological issues
- capacity for client-centred approaches to problem-solving and case-management

***Processes for monitoring and changing case-management plan*** may include:

- formal and informal monitoring records, such as:
  - case notes
  - case-management reports
  - journals
- mechanisms for re-visiting client assessment, provision of on-going support and co-ordination of case-management plan, such as:

- formal briefings on client progress
- access to specialist expertise for secondary consultations, advice or assessment
- joint assessment
- case conferencing
- use of specialist assessment approaches
- formal and informal feedback from:
  - client
  - colleagues
  - external agencies and service providers

**Organisational requirements** may refer to:

- policies , procedures and protocols, such as:
  - approaches to:
    - risk management
    - service provision
    - case management
    - safety planning
    - referral
    - reporting
    - privacy, ethics and codes of practice
  - formal and informal decision making processes
  - formal and informal policies
  - accountability mechanisms
  - organisational procedures
  - mechanisms that ensure treatment option is co-ordinated and appropriate action and support is provided and monitored
  - required resources
  - human resources, such as:
    - internal personnel
    - external personnel
    - expert assistance
  - physical
  - budgetary
  - relevant professional development
  - tools and resources that support rich and deep thinking about issues of client assessment, treatment options and case management, such as:
    - access to research
    - alternative organisational models, processes and dynamics
    - action learning with peers and colleagues

**Critical review of assessment processes and protocols** may refer to:

- critical understanding of common rational/instrumental approaches
- critical analysis of assessment processes, such as:
  - risk assessment
  - recording procedures
  - assessment tools, such as:
    - interview guidelines
    - protocols
    - negotiation regarding practicalities of assessment
  - assessment reports
  - destination of information
- problem-solving in conjunction with client
- critical analysis of diversity and complexity of clients' needs
- awareness of relative powerlessness experienced by clients entering a complex and contested relationship with case-management professionals
- awareness of power relations, such as:
  - avoiding instrumental bureaucratic administrative processes tending to goal displacement and inappropriate unrealistic outcome claims
  - range of ways that identification clients' complex needs can be avoided or sidelined in the assessment process
  - client-centred approach as control and surveillance
  - critical understanding of risk assessment processes
  - critical understanding of contradictory outcomes of 'client empowerment'
- critical analysis of self-reflection, such as:
  - pitfalls of negative analysis of own professional practice
  - unrealistic expectations
  - power relations in everyday work practices
  - ideologies around client issues
  - application of social theory to analyse own professional practice

**Communication strategies** may include:

- interview guidelines and protocols, such as:
  - privacy and confidentiality
  - statutory reporting requirements
- engagement techniques
- joint decision making strategies
- setting of boundaries
- problem-solving methodologies

- developing agreed and realistic goals
- Legislative requirements** may include:
  - relevant international, Federal, State and local government legislative and statutory requirements and provisions
- Client outcomes** may include:
  - health (mental and physical)
  - safety
  - freedom
  - improved capacity to make own decisions and implement them
  - shelter
  - improved relationships
  - conceptual tools and understanding

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must provide evidence of:</p> <ul style="list-style-type: none"> <li>• developing and implementing a case-management plan for a client within a justice context</li> <li>• monitoring a case-management process using evaluation of outcomes to inform future practice</li> <li>• knowledge of case-management processes and approaches</li> <li>• knowledge of relevant legislative and statutory requirements</li> </ul>
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• activities are related to a Justice environment context</li> </ul> <p>Resources implications for assessment may include:</p> <ul style="list-style-type: none"> <li>• access to relevant international, Federal, State and local legislative and regulatory requirements and provisions</li> <li>• access to relevant critical social theory, case-management policies and practices, organisational policies and procedure</li> <li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li> </ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"> <li>• evaluation of a case-management project</li> <li>• evaluation of research project on principles and supporting theories of case-management</li> </ul>

- evaluation of research project into approaches to case-management and support for clients with complex issues within justice contexts
- case studies
- role plays
- practical exercises
- observation
- oral and written questioning
- presentations
- third party reports
- testing

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.

Suggested units may include but are not limited to:

- *VU21922: Apply research techniques within justice contexts*
- *VU21927: Apply psychological concepts and principles within justice environments*

**VU21930: Apply law and advocacy to support justice clients experiencing justiciable event/s****Unit Descriptor**

This unit describes the skills and knowledge required to determine needs of clients experiencing justiciable event/s and advocate on their behalf in arranging legal representations and support services. This includes an examination and analysis of the legal and support services and focuses on how to arrange legal representation by one of these legal services for a justice client. It also examines and applies the main areas of law and justiciable issues encountered by justice clients when working in a paralegal environment.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

**Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

**Application of the Unit**

This unit supports the work of justice officers within a range of justice environments who are responsible for managing and advocating on behalf of justice clients with justiciable issues through legal and support services available to socially, economically and culturally marginalised indigent/ impecunious justice clients.

**ELEMENT**

Elements describe the essential outcomes of a unit of competency.

**PERFORMANCE CRITERIA**

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |  |   |
|--|---|
| 1. Identify client requirements for justiciable event/s and apply relevant law             | 1.1 Determine and document <b><i>client situation</i></b><br>1.2 Determine, outline and differentiate <b><i>justiciable event/s</i></b> relevant to the client's situation<br>1.3 Identify, source and apply <b><i>legislation</i></b> applicable to justiciable event/s  |
| 2. Advocate for clients experiencing justiciable event/s to determine support arrangements | 2.1 Examine <b><i>models and approaches of advocacy</i></b> for clients experiencing justiciable event/s<br>2.2 Identify and apply appropriate <b><i>advocacy and support strategies</i></b> for clients experiencing justiciable event/s<br>2.3 Evaluate relevant <b><i>legal</i></b> and support services available to clients experiencing justiciable event/s<br>2.4 Outline and evaluate <b><i>guidelines of legal service providers</i></b> in relation to clients experiencing justiciable event/s |

- |   |   |
|---|---|
| 3. Monitor and review advocacy and support approach | 3.1 Review and <b>monitor</b> legal and support services  |
|   | 3.2 <b>Review outcomes</b> and effectiveness of advocacy and support approach in relation to clients experiencing justiciable event/s |
|   | 3.3 Use findings to inform future practice  |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- communication skills to work effectively a diverse range of clients and with complex cases in the criminal justice system
- interpersonal and problem-solving skills to work objectively and co-operatively with a complexity of clients in the criminal justice system
- advocacy skills to work with stakeholders and legal and support service providers on behalf of justice clients
- research and analytical skills to:
  - identify, source document, evaluate and perspectives, practices and discourses relevant to responding to justiciable event/s
  - source evaluate common law provisions relevant to differentiated justiciable event/s
  - access data and seek feedback from others to inform future practice

### Required Knowledge

- relevant Federal and State legislative requirements and provisions
- concept of identifying and differentiating justiciable event/s
- current models and approaches to advocacy for clients experiencing justiciable event/s
- complexity of identified client/s' issues
- legal and support services and resources available to specific client groups
- guidelines of legal service/s providers

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the elements and performance criteria is detailed below.

***Client situation*** may refer to:

- nature of circumstances of a justice client that may be the result of escalation and/or complexity of issues, such as the following examples:
  - person experiencing breakdown of their mental health that has led to homelessness
  - mental incapacity that has led to loss of self-determination through imposition of guardianship/administration
- diversity of client experience that may underpin escalation of justice related issues, such as:
  - material conditions
  - dominant framing of normalcy and deviance
  - social structural causes and influence on personal problems, such as:
    - social and economic class
    - gender institutions
    - race
  - ideological restrictions
  - lack of power or opportunity
  - experience of oppression
  - social, economic and cultural marginalisation

***Justiciable event/s*** may refer to:

- happenings and circumstances that raise legal issues
- issues that can be decided by a court, including:
  - criminal
  - civil
  - tenancy, housing and homelessness
  - guardianship and administration
  - mental health
  - intervention orders
  - neighbourhood disputes
  - motor vehicle accidents
  - credit and debt
  - youth law
  - child protection
  - victims of crime

**Legislation** may refer to:

- Crimes Act
- Wrongs Act
- Residential Tenancies Act
- Guardianship and Administration Act
- Children, Youth, and Families Act
- Family Violence Protection Act
- Personal Safety Act
- Mental Health Act
- Victims of Crime Act

**Models and approaches  
of advocacy** may include:

- informed by relevant critical theory
- application of possible theoretical frameworks used to explain workings of advocacy strategies
- models of advocacy that describe preferred:
  - relations
  - roles
  - rules
  - goals
  - norms
  - beliefs
- articulates relationship with organisational environment
- addresses:
  - power relations
  - relations with clients and other agencies

**Advocacy and support  
strategies** may include:

- processes and protocols to identify and assess justiciable events issues, such as:
  - privacy
  - access to client information
  - recording procedures
  - interview guidelines
- advocacy strategies that are:
  - client-centred
  - client-focused
- advocacy strategies that address:
  - resourcing and budgetary requirements
  - use of social support
  - use of interpersonal communication strategies
  - complex legal and ethical issues
  - contingencies, such as
    - process failure

- professional networking and alliance building
- strategic communication
- provoking debate among practitioners
- negotiating implementation of changes to practices, policies and procedures and promote to gain support
- developing, negotiating, and promoting critical analysis skills to guide organisational and personal practice
- identifying potential sources of conflict with holders of power and planning to address such conflict

**Legal [services]** may include:

- Community Legal Centres (CLCs)
- Specialist Community Legal Centres
- Victoria Legal Aid (VLA)
- Law Institute of Victoria Legal Referral Scheme
- private practitioners

**Guidelines of legal service providers** may refer to:

- Victoria Legal Aid Guidelines
  - merits test
  - means test
  - special circumstances guidelines
  - documentary evidence

**Monitor** may refer to:

- privacy issues of own and external agency
- regular monitoring
- record keeping
- reporting systems
- progress journal
- reflective journal
- documents, charts and templates designed to map progress
- forms or reports for feedback from relevant people

**Review outcomes** may include:

- review report allowing for results to be reviewed against prioritised goals
- summative evaluation
- formative evaluation
- feedback from stakeholders and peers
- aspects of outcome evaluation, such as:
  - health (mental and physical)
  - safety
  - freedom
  - improved capacity to make own decisions and implement them
  - shelter
  - improved relationships

- conceptual tools and understanding

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- differentiating justiciable event/s in order to apply relevant legislation and/or common law
- developing and implementing an advocacy and support approaches that responds to justice client/s experiencing justiciable event/s
- knowledge of advocacy and support approach methodologies applicable to justice environments
- knowledge of relevant legislation and/or common law

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context
- Resources implications for assessment may include:
- access to
  - suitable simulated or real workplace/learning opportunities
  - relevant legal and common law
  - relevant case law
  - relevant international, Federal, State and local legislative and regulatory requirements and provisions
  - relevant advocacy and support approach methodologies
  - training staff need to adhere to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:

- evaluation of project in determining legislation and/or common law applicable to justiciable event/s
- evaluation of research project into origins of justiciable event/s
- review of portfolio of research advocacy methodologies applicable to justiciable event/s
- practical exercises differentiation of justiciable event/s
- other practical exercises

- observation
- oral and written questioning
- presentations
- third party reports
- testing

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate.

## VU21931: Work with young offenders in justice environments

### Unit Descriptor

This unit describes the skills and knowledge required to determine, implement and review ethical strategies for working with young offenders in the justice system.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice workers responsible for developing and implementing strategies to support and care for young offenders and/or children under protection within the Victorian legal system. Practitioners are typically focus on ethical approaches to protecting the rights of children and young people through protocols, reporting, and review of the provision of services.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- |  |  |
|--|--|
| 1. Examine youth justice systems and provisions                            | 1.1 Research and discuss <b><i>historical and contemporary developments</i></b> in youth justice work<br><br>1.2 Examine and review <b><i>contemporary theories</i></b> on the causes and treatment of youth offending<br><br>1.3 Outline the <b><i>current legislative framework</i></b> for youth justice<br><br>1.4 Examine <b><i>home care and detention options</i></b> for children and young people                                   |
| 2. Respond to young offenders and children at risk within justice contexts | 2.1 Identify and evaluate <b><i>treatment programs and support services</i></b> for young offenders and children at risk<br><br>2.2 Examine and apply <b><i>supervision practices and strategies</i></b> that are <b><i>children-and young people-focused</i></b><br><br>2.3 Determine and apply <b><i>prevention strategies</i></b> for re-offending behaviours<br><br>2.4 Review <b><i>key practice standards</i></b> within youth justice |

- |   |   |
|---|---|
| 3. Apply ethical practices that protect the rights of children and young people | 3.1 Identify and apply <b>protocols and duty of care</b> compliance requirements for working with children and young people and maintain <b>confidentiality</b> |
|   | 3.2 Identify and apply strategies for addressing and/or <b>reporting ethical concerns</b> about work practices around children and young people                 |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- communication skills to work effectively working with children and young people
- professional practice skills to uphold duty of care requirements and maintain professional boundaries when working with children and young people
- organisational skills to:
  - supervise young offenders
  - respond to young offenders' action
  - identify, source, document and evaluate practices
- analytical, and self-evaluation skills to apply principles of ethical decision-making

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### Required Knowledge

- relevant Federal and State legislative requirements and provisions
- youth justice system of Victoria
- range of services and resources available to children and young people
- theories on development and causes of criminality and youth offending
- ethical approaches that incorporate the conventions on the rights of the child, and human rights
- principles of ethical decision-making
- responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries
- duty of care responsibilities
- relevant requirements and processes for notifying and reporting

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Historical and contemporary developments*** may include:

- structure and functions of legal provisions and justice services for young offenders
- development and functions of the Children’s Court
- development and functions of Dual Track approaches
- patterns and trends in youth offending, such as:
  - age to crime category
  - circumstances
- contemporary sentencing models, such as:
  - family models
  - community models
  - diversionary sentencing options

***Contemporary theories*** may include:

- role of sentencing
- sentencing hierarchy
- factors that influence criminality, such as:
  - history of child abuse
  - parent’s characteristics
  - poor child-parental attachment
  - life stressors
  - biological factors
  - psychological factors
  - family factors
  - lack of education
  - unemployment
  - underemployment
  - homelessness
  - inequality
- concepts of developmental stage of young persons and teenagers by age and gender
- offending patterns and trends
- sociological perspectives
- psychoanalytic and psychological theories
- criminological theories, such as:
  - classical
  - positivist
  - strain
  - labelling

- conflict
  - social disorganisation theory
  - deviance theory
  - youth subculture and delinquency theory
  - feminist theory
  - links between criminological theories and policy development
- Current legislative framework*** may include:
- relevant international, Federal, State and local government legislative and statutory requirements and provisions
  - current legislation and orders, such as:
    - Children, Youth and Families Act (2005)
    - relevant Youth Justice Orders
  - sentencing hierarchy
  - youth justice services, such as:
    - juvenile justice
    - juvenile forensic health
  - role and function of the children's court
  - Dual Order and Dual Track status
  - approaches, such as:
    - welfare model
    - justice model
    - restorative justice model
- Home care and detention options*** may include:
- youth residential centres
  - youth justice centres
  - secure welfare
  - residential units
  - foster care
  - kinship care
  - group homes
  - lead tenant
  - supported accommodation options
- Treatment programs and support services*** may include:
- courts
  - Child Protection
  - Youth Justice
  - youth justice centres
  - children services
  - victims of crime

- secure welfare centres
- residential unit staff
- foster care agencies
- family support agencies
- family violence services
- domestic violence services
- Alcohol and Other Drugs (AOD) services
- housing services
- mental health services
- health services
- anger management programs
- education and vocational training
- police
- case managers
- local and specialist support services
- disability services
- Cultural And Linguistically Diverse (CALD) services
- Indigenous support groups
- lesbian, gay, bisexual, transgender, intersex (LGBTI) support groups
- literacy and language services
- male adolescent program for positive sexuality (MAPPS)
- adolescent forensic health services

***Supervision practices and strategies*** may refer to:

- informed by critical theory
- application of possible theoretical frameworks use to explain strategies for working with youth offenders and child protection
- articulate relationship with organisational environment
- power relations
- relations with clients and other agencies
- legal, social and ethical obligations
- communication skills
- setting of boundaries
- self-care strategies
- suicide risk assessment
- client assessment and case management
- co-ordination of linkages with other services, agencies and personnel

- strategies to work with Alcohol and Other Drugs (AOD) abuse
- crisis intervention
- strategic planning that describe preferred:
  - relations
  - roles
  - rules
  - goals
  - norms
  - beliefs
- development, contestation and adherence to organisational cultural norms and beliefs
- risk management
- professional networking
- everyday practices, such as:
  - problem-solving
  - organisational procedures
  - interpersonal communication (verbal and written)
  - formal and informal planning and evaluation processes

***Children-and young people-focused*** may refer to:

- age-appropriate communication skills
- awareness and sensitivity to children and young persons' needs
- inclusiveness of children and young people in participatory decision-making process
- making special allowances to meet needs of children and young people
- taking account of developmental stages of young people by age and gender
- ways of engaging children and young people
- observance and presence of children and young people as primary clients
- client-centred approaches to risk assessment and case-management
- clearly defining ethical conduct and setting of professional relationship boundaries for justice officer

***Prevention strategies*** may refer to:

- early intervention approaches
- developmental prevention
- pre- and postnatal theories and their contribution to the prevention of crime
- diversionary programs
- police youth liaison officers

- community youth programs
- impact of Dual Order and Dual Track status
- deterrent of punishment
- target-hardening approaches
- technology used to control/reduce opportunity for crime, such as:
  - surveillance
  - detection
  - architectural design to reduce risk/increase safety
- environment design/ urban planning to reduce risk/increase safety

**Key practice standards**

may refer to:

- protocols
- manuals
- practice standards set by Department of Human Services
- assessment
- case planning
- pre-sentence reports
- client service plans
- client assessment plans

**Protocols and duty of care**

may refer to:

- working with children police check
- supervision practices, strategies and obligations
- safety requirements and obligations
- responsibility for physical and/or mental well-being and safety
- children- and young people-focused work practices

**Confidentiality** may refer to:

- privacy regulations
- confidentiality procedures
- privacy protocols
- limits to confidentiality

**Reporting ethical concerns**

may refer to:

- appropriate person, such as:
  - supervisor
  - manager
  - team Leader
  - senior Worker
- mandatory reporting requirements and processes

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>A person who demonstrates competency in this unit must provide evidence of:</p> <ul style="list-style-type: none"> <li>• developing and implementing treatment and/or supervision strategies, for young offender clients within justice environments</li> <li>• application of key practice standards, relevant legislation and ethical requirements to development of strategies</li> <li>• knowledge of current theories, approaches, debates and practices about effective and ethical responses to young offenders in justice contexts</li> <li>• knowledge of relevant legislative and statutory requirements</li> </ul>
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• activities are related to a Justice environment context</li> </ul> <p>Resources implications for assessment may include:</p> <ul style="list-style-type: none"> <li>• access to relevant international, Federal, State and local legislative and regulatory requirements and provisions</li> <li>• access to relevant ethics policy and privacy rules</li> <li>• access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises</li> </ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"> <li>• evaluation of project in the provision of services for young offenders</li> <li>• evaluation of project in young people-focused supervision practises and strategies for young offenders</li> <li>• evaluation of and evaluative research project into definitions and causes of youth offending and legal and societal responses</li> <li>• practical exercises</li> <li>• observation</li> <li>• oral and written questioning</li> <li>• presentations</li> <li>• third party reports</li> <li>• testing</li> </ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate. Suggested units may include but are not limited to:</p>

- *VU21928: Identify and respond to client complex issues within a criminal justice environment*

## VU21932: Analyse the child protection environment in a justice context

### Unit Descriptor

This unit describes the skills and knowledge required to analyse the child protection environment within the justice system.

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

### Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit is included will assist in identifying employability skill requirements.

### Application of the Unit

This unit supports the work of justice workers responsible for developing and implementing strategies to support and care for children and young people under protection within the Victorian legal system. Practitioners are typically focus on ethical approaches to protecting the rights of children and young people through protocols, reporting, and review of the provision of services.

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

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|--|--|
| <p>1. Demonstrate an understanding of key issues related to work in the child protection environment</p> | <p>1.1 Identify the relationships between the <b><i>legal, political, historical and social framework</i></b> of child protection work</p> <p>1.2 Reflect understanding of the system structure and the various roles and responsibilities of the stakeholders that operate in the child protection system</p> <p>1.3 Apply duty of care in accordance with organisational policies and procedures</p> <p>1.4 Demonstrate a professional understanding of <b><i>children's court procedures</i></b></p> <p>1.5 Outline <b><i>options relating to the placement of children away from family</i></b> in all forms of out of home care and examine issues associated with such placements</p> <p>1.6 Apply <b><i>risk-assessment procedures</i></b> to the analysis of child protection work</p> |
|--|--|

- |  |  |
|--|--|
| 2. Demonstrate commitment to quality care for children or young people | 2.1 Identify <b>key issues</b> facing children and young people who may be at risk of harm<br>2.2 Undertake <b>child focused work practices</b><br>2.3 Outline developmental and other needs as required to explain decisions and actions taken to children, young people and their families/carers<br>2.4 Apply principles of <b>trauma informed practice</b>   |
| 3. Demonstrate ethical and supportive work practices                   | 3.1 Identify the lines of accountability in all work undertaken in the child protection area<br>3.2 Analyse relevant code of ethics, professional and organisational standards that guide service delivery<br>3.3 Identify personal values and attitudes regarding children or young people and acknowledge their potential impact on service delivery<br>3.4 Plan responses to address emergency situations and other contingencies based on ethical standards and organisational requirements<br>3.5 Outline effective professional worker safety/wellbeing and self-management practices<br>3.6 Analyse <b>the challenges of child protection work</b> and discuss strategies that address these challenges |

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

### Required Skills

- communication and interpersonal skills to:
  - respond appropriately to children
  - demonstrate active listening with clients and significant others
  - demonstrate empathy and support
  - use age appropriate language and questioning techniques with children
- comprehension skills to interpret policies, procedures and relevant legislation
- professional practice skills to:
  - work with the specific needs of children and young people
  - apply principles of ethical decision-making

- use child focused work practices
  - outline children court procedures
  - apply trauma informed practice
  - uphold duty of care requirements and maintain professional boundaries when working with children and young people
- analytical, and self-evaluation skills to apply principles of ethical decision-making

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### Required Knowledge

- common risks to child safety and common risks and dynamics particular to young people including, violence, self-harm, abuse types, alcohol and other drug use/misuse, health issues
- the different types of abuse including: psychological, physical, sexual, neglect, family violence
- relevant Federal and State legislative and policy requirements relating to:
  - working with children and young people
  - notifying and reporting suspected abuse
- the child protection system including:
  - relevant child protection agencies and services
  - reporting protocols
  - responses to reporting
  - organisational guidelines and policies for responding to risks of harm to children and young people
- ethical obligations and the conventions on:
  - the rights of the child, and human rights
  - working with children and young people
- principles of ethical decision-making
- responsibilities to clearly define worker and client roles and responsibilities in regard to ethical conduct and professional relationship boundaries
- duty of care responsibilities
- trauma informed practice
- children's court procedures
- options relating to the placement of children away from family
- risk assessment procedures

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

***Legal, political, historical and social framework*** may include:

- relevant international, Federal, State and local government legislative and statutory requirements and provisions, including mandatory reporting (in some jurisdictions) and reciprocal reporting
- current legislation and orders, such as:
  - Children, Youth and Families Act (2005)
  - relevant Youth Justice Orders
- organisational structure appropriate to strategic goals and vision
- legal and ethical requirements and codes of practice
- quality and continuous improvement processes and standards
- reporting procedures
- OHS policies, procedures and programs
- political environment within jurisdictions and recent developments
- significant incidents that influence policies and procedures
- standards of care
- child care systems
- funding sources
- child protection orders
- the impact of relationships and integration
- the implementation of child safe, child friendly resources, environment and work tools

***Children's court procedures*** may include:

- court processes
- preparing for court
- attending court
- writing the court report
- working as a rural practitioner
- preparing and supporting children, young people and families pre and post court

**Options relating to the placement of children away from family** may include:

- relatives
- kinship
- foster care
- adoptive family
- institute

**Risk assessment procedures** may include:

- placement inspection, checking issues such as:
  - hygiene
  - security
  - OHS
- historical information
- abuse likelihood evaluation
- quantitative assessment using a risk matrix:
  - insignificant
  - minor
  - moderate
  - significant
  - major

**Key issues** may include:

- risk factors including:
  - abuse types:
    - emotional or psychological
    - sexual
    - physical
    - neglect
    - family violence
    - neglect
  - exploitation
  - alcohol and other drugs (AOD) concerns
  - abuse symptoms
  - health: mental and physical
  - lesbian, gay, bisexual, transgender and intersex (LGBTI)
  - cultural
  - refugee
  - self-harm
  - violence

***Child focused work practices*** may include:

- awareness and sensitivity to children and young people's needs
- appropriate use of language considering the age and developmental stage of the child or young person
- inclusiveness of children and young people in participatory decision making processes
- making special allowances to meet the needs of children and young people
- ways of engaging children and young people
- awareness of compounding issues that could impact upon a child or a young person
- observance and presence of children and young people as primary clients
- client-centred approaches to risk assessment and case-management

***Trauma informed practice*** may include:

- providing a safe place for the client
- ensuring client empowerment and collaboration
- communicating and sustaining hope and respect
- facilitating disclosure without overwhelming the client
- being familiar with a number of different therapeutic tools and models
- viewing symptoms as adaptations
- having a broad knowledge of trauma theory and provide the client with psycho-education
- teaching clients adaptive coping strategies, such as:
  - self-care
  - distress tolerance strategies
  - arousal reduction strategies
- teaching clients to monitor their thoughts and responses
- teaching clients interpersonal and assertiveness skills
  -

***The challenges of child protection work*** may include:

- engaging and working in partnerships with families where a range of complicating risk factors exist
- working in partnership with other professionals
- strengths-based approach
- using authority wisely
- confidentiality
- attitudes and values
- organisational values
- working with cultural diversity
- working with Aboriginal and Torres Strait Islander people
- attachment and separation

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must provide evidence of:

- identifying and responding to risk issues to children and young people
- applying duty of care
- implementing child focused work practices and options related to the placement of children
- communicating effectively with children and young people and applying trauma informed practice
- knowledge of relevant legislative and organisational requirements
- knowledge of risk assessment processes
- knowledge of children's court procedures

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a Justice environment context

Resources implications for assessment may include:

- access to relevant international, Federal, State and local legislative and regulatory requirements and provisions
- access to relevant ethics policy and privacy rules
- access to the ethics policies and privacy rules when interacting with or attending correctional institutions, courts, and policing/law enforcement premises

Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are suggested for this unit:</p> <ul style="list-style-type: none"><li>• evaluation of project in the provision of services for young offenders</li><li>• evaluation of project in young people-focused supervision practises and strategies for young offenders</li><li>• evaluation of and evaluative research project into definitions and causes of youth offending and legal and societal responses</li><li>• practical exercises</li><li>• observation</li><li>• oral and written questioning</li><li>• presentations</li><li>• third party reports</li><li>• testing</li></ul>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended where appropriate. Suggested units may include but are not limited to:</p> <ul style="list-style-type: none"><li>◦ <i>VU21918: Identify and support children and young people at risk</i></li><li>◦ <i>VU21928: Identify and respond to client complex issues within a criminal justice environment</i></li></ul>